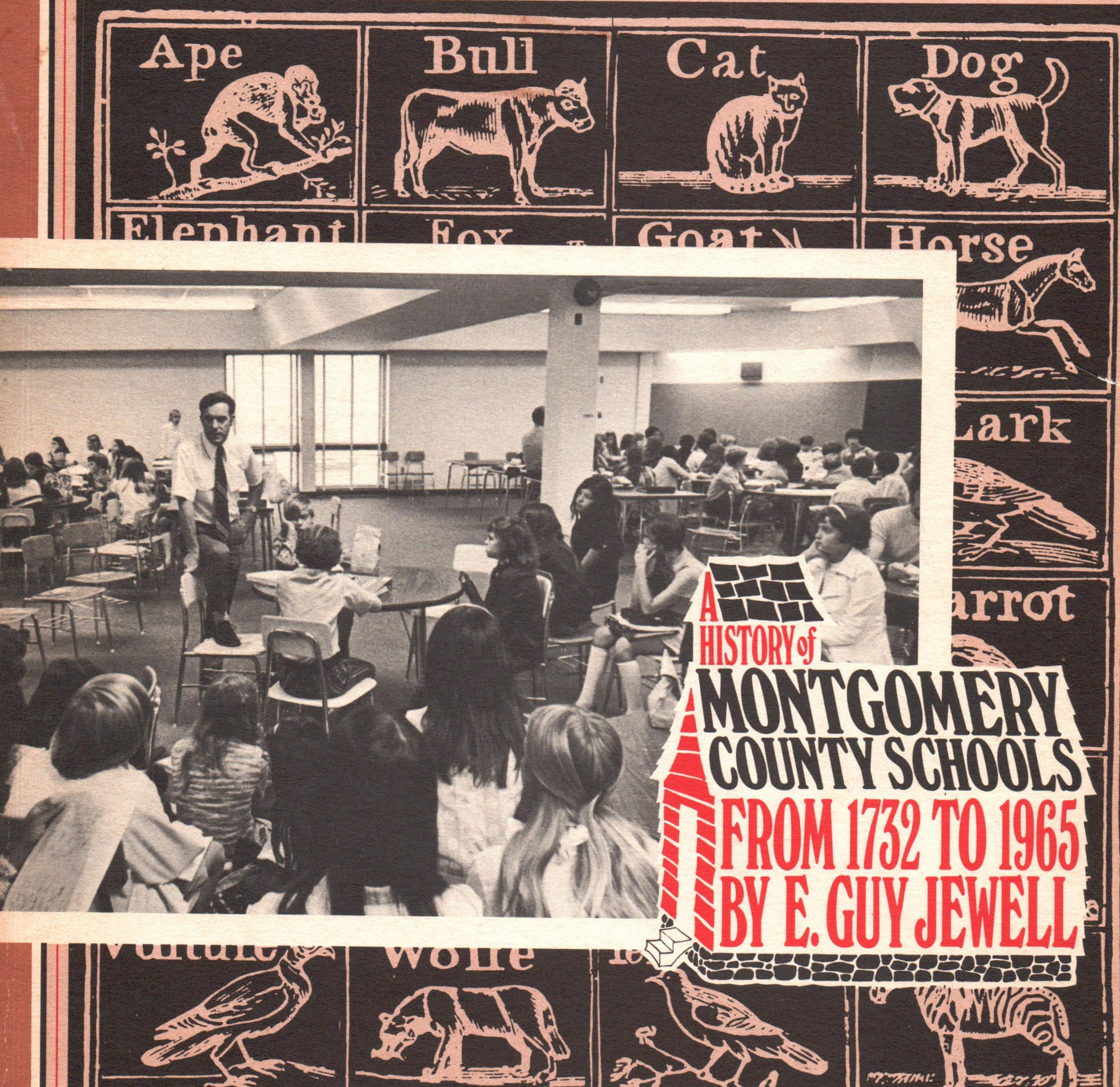
FROM ONE ROOM TO OPEN SPACE


Ape
Bull
Cat
Dog
Elephant
Fox
Goat
Horse
Lark
Parrot
Vulture
Wolf

A HISTORY of MONTGOMERY COUNTY SCHOOLS FROM 1732 TO 1965

BY E. GUY JEWELL

Cover photos, starting on back cover, top to bottom:

- Germantown Elementary School:
  - 1860 building at Old Germantown
  - 1885 building on present site
  - 1911 building on present site
  - Present building, begun 1935, with additions through 1950
- Open classroom at Argyle Junior High School

FROM ONE ROOM TO OPEN SPACE

◆

A HISTORY OF MONTGOMERY COUNTY SCHOOLS FROM 1732 TO 1965

BY

E. GUY JEWELL

Montgomery County Public Schools
Rockville, Maryland
1976

Copyright 1976
by the
Montgomery County Board of Education
Rockville, Maryland

TABLE OF CONTENTS

Preface

Chapter I

The First Schools 1732-1859 1
Tusculum 3
Barnesville or Hays School 4
The Rockville Academy 4
The Brookeville Academy 8
Other Schools 9
Fair Hill School 9
Fulford School 10
Stanmore School 10
Mongtomery County Public Schools 10
Primary Schools of 1839 13

Chapter II

The William H. Farquhar Period 1860-1868 19
Opinions of the New School System 21
First Teachers Examined 28
First Payroll 29
Rockville's New School 29
Farquhar's First Annual Report to the People 30
Civil War Disruptions 34
Payroll, 1865 38
Farquhar's First Report to the State Board of Education 41
Farquhar's Second Report to the State Department 44
School Districts of 1865 47
Farquhar's Obituary 49

Chapter III

The James Anderson Period 1868-1879 51
James Anderson Biography 53
First Adoption of Textbooks 54
Schools and Teachers Listed for 1869 56
Annual Report of 1870 58
Colored Schools Begin 61
Colored Teachers Listed 63
New Primary School in Rockville 64
Institute for Teachers 65
Teachers's Duties 69
Budget for 1877-78 73
Teachers Listed for 1866-1879 74

Chapter IV

A. B. Davis and S. R. White 1880 to 1888 77
Organization of New Board 79
Locked Out Board 80

Teachers’ Association Formed 96
Deficit in School Funds 102
First School Bond Issue 104
Teachers’ Association Active 107
Supplementary Readers 111
Dedication of Shady Grove School 113
Library Association of Teachers 114
Davis Retirement 116
Damascus’ First School 117
Davis Obituary 121

Chapter V

Growing Years 1888-1906 123
Budget for 1888 125
Arbor Day 127
Chevy Chase’s First School 129
Salary Scale, 1897 130
Colored Schools 132
Higgins Retirement 134
Gaithersburg School Burns 135
Montgomery County High School 136
Sherwood School 138
Course of Study 141
Health Department Reports 144
Teacher Assaulted at Ragtown 151
Oratorical Contests 153
Manual Training School 154
Teacher Association Topics 156
Teachers’ Institutes 161
Reading Circle 166

Chapter VI

A New Board Comes On the Scene 1906-1921 171
Educational Day 174
Textbook List, 1906 177
Colored Industrial School 181
1906 Board Changes 183
Broome Becomes Superintendent 184
Lamar Report 185
1914 Legislature Enacts New School Laws 196
1915 Budget 200
Home and School Associations 207
Chevy Chase High School 212
Halsted School 225
Academies Fade Out 226
Agricultural Teaching 232
Standard Schools 233
Consolidation of Schools 235

School Changes 238
Transportation of Pupils 243
Some Things Never Change 245
Sentinel School News Coverage 249
State Law of 1916 Brought Changes 256

Chapter VII **The Past Was Prologue 1922-1965** 259
Elected School Boards 261
Broome Retires 274
Broome Obituary 276
Desegregation 277
Gibbs vs. Broome 278
Whittier Appointed 280
McKinsey Report 280
Whittier Resigns 286
School Building Changes 287
Administrative Staffing 291
Professional Negotiations 296
World War II 296
Fraternities 298
Child Study 298
Montgomery Junior College 298
Cafeterias 298
Career Recognition 304
Fingerprinting 305
Conclusion 310

Appendix 311
Montgomery County Board of Education Named by Legislative Enactments 313
Other Specifications for Naming Board Members 314
Members of Boards of School Commissioners and Boards of Education 315
Management Heads of the Montgomery County Public Schools . .319
Total Number of Pupils Enrolled 320
Annual Expenditures for Schools 321
Disbursements for Capital Outlay 322
Total Teachers' Salaries 323
Number of Schools 324
Number of Teachers 325
Number of Colored Teachers .326
Number of Colored Pupils Enrolled 327
Number of Colored High School Pupils 328
Number of High Schools 329

Number of High School Pupils Enrolled 332
Assessed Valuation of Taxable Property 333
Amount of County School Tax 334
Number of High School Graduates 335
High School Graduates by Schools and Years 336
School Names (Changes) 338
Disbursements for Transportation of Pupils 343
Disbursements for School Lunch .344
Montgomery County Secondary Schools' Opening Dates 345
Original Construction of Secondary School Buildings (Dates) . . .346
Original Occupation of Elementary School Buildings (Dates) 347
Elementary Schools – Construction Dates for Original Parts
of Present Plants 349

PREFACE

The story of the Montgomery County Public Schools has been a delight to research and to talk about, but the writing of it was a major task. I have attempted to include all parts about which there have been questions. Full treatment has been attempted on many facets about which little seemed to be generally known, such as the actual beginning of the system; the "locked-out" Board; the elections of recent Boards; and the leadership of several superintendents, some of whom carried a different title.

Research has involved the reading of every Board of Education Minute, every issue of a county newspaper still available, and many other stories in magazines and metropolitan newspapers. The annual reports of the Maryland State Department of Education have been checked for references to Montgomery County and statistics thereof. Personal recollections and discussions with older personnel of the system have been noted but used only when documentation could be found. The story could have been made much longer but too large a book would not be as likely to be picked up. The statistical tables appended are those most frequently used to answer questions. Many others were developed during this study but have been omitted as being of less interest. Because this is a compilation of material collected over a lifetime from conversations with old county residents, newspaper clippings, state educational reports, and other sources and because some of the material was collected over thirty years ago, I have chosen to footnote the quoted material in a general way, giving the name of the publication and the month, day, and year where known. I believe that this method of footnoting will add to the readability of the book. This history does not cover the years from 1966 to 1975 because I believe the period is too close at hand for me to be able to render objective historical judgments.

The help of many persons should be noted. First, my fourth-grade teacher, Miss Ella Virginia Ball, taught me that history books show the bias of the writer; and many sources must be read to find a fact. One of my high school teachers, Robert W. Stout, taught me to enjoy the details and personalities which go to make history more interesting than the broad sweeping generalities and movements. The interest of so many elementary school classes in the stories of their local community have been a delight during the telling of them and an inspiration to find more to answer their many questions.

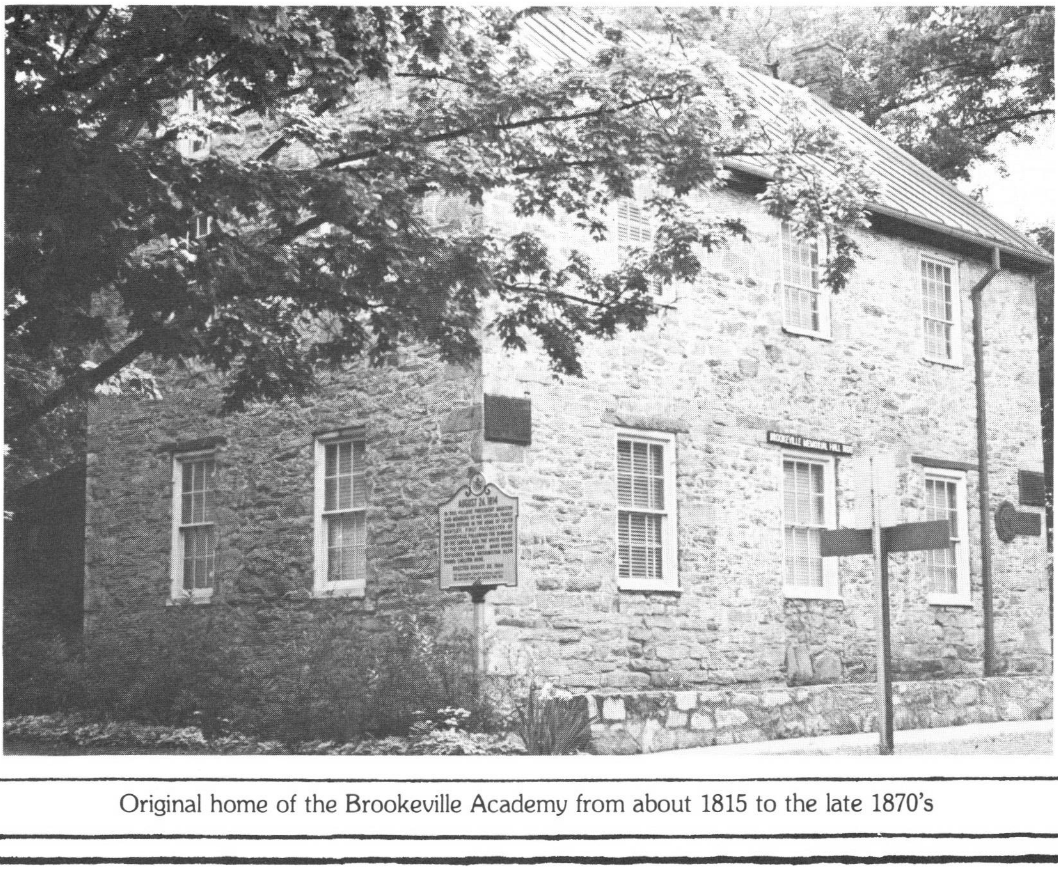
I want to thank Mrs. Mary Gordon Malloy of the Montgomery County Historical Society for her assistance in providing and tracking down pictures of the Rockville Academy and Willis B. Burdette. Miss Leona Fulks of Gaithersburg who loaned the picture of Mr. Burdette is a niece of Mr. Burdette's wife, Lula Walker. Mrs. Harriet Elizabeth Murdock provided the picture of John J. Higgins. Mrs. Murdock is the daughter of Mr. Higgins; and her son, John R. Murdock, is the insurance claims officer for the Montgomery County Public Schools. Dr. and Mrs. Thomas R. Hall of Silver Spring provided the pictures of Samuel R. White and his daughter Beulah Bouic White. Dr. Hall is the grandson of Mr. White. Mrs. Grace Birgfeld Murphy gave us the picture of Woodside Elementary School, where she taught for a time during her long teaching career in the county. I would also like to thank many others who have generously contributed some very interesting, hard-to-find photographs which were not available from my own collection or the school system files.

The actual writing might never have been completed without the willing, even eager, help of Mrs. Helen (Polly) Schneider of Clerical Services who took my patched up manuscript and turned out a draft copy. For the production of the book I want to thank Miss Kristie Snyder who typed the final document; Mrs. Dorothy Bradley and Mrs. Gwen Mansfield who proofed the copy; Walton Coley who edited the manuscript; Thomas Bourdeaux who did the design; William Mills, Fontaine Rodgers, Gene Uhlmann, and Wayne Thompson who did the photography and graphic production; and John Henderson and his staff who did the printing. There are three young ladies in the Maryland Room of Pratt Library, whose names I never learned, who took a marked personal interest in my hunt for source materials. The actual studying for this project has been a spare-time hobby for 40 years, while the writing and rewriting has been done in nonbusy periods over a number of years. The real drive for completion was spurred by a request from Homer O. Elseroad, who, if anyone, deserves the dedicatory space here given.

CHAPTER I

The First Schools

1732-1859



Original home of the Brookeville Academy from about 1815 to the late 1870's

CHAPTER I. THE FIRST SCHOOLS 1732-1859

The question most often asked is "Where was the first school in Montgomery County?" That is difficult to answer quickly. Scharf in his *History of Western Maryland* says:

> At the June term 1749, a road was ordered to be laid out from the main road leading to John Tenny's, on Sligoe Branch, down Rock Creek, through Carroll's quarters, to intersect the main road to Rock Creek.
>
> The following road was adjudged a main road of the county: From Sligoe bridge to Charles Perry's old field, and from the Northwest Branch to Sligoe by the schoolhouse.

TUSCULUM

Most commonly noted as our first school was the one at "Tusculum" which was the Magruder plantation. The school was "across the road, a long walk from the house" located just west of the present Walter Johnson High School. Here in 1783 Reverend James Hunt moved his school from Bladensburg where he had opened in 1773. Tusculum school continued only four years, but no reason is found for its breaking up in 1787. The curriculum included Latin and Greek, arithmetic, logic, rhetoric, geography, geometry, surveying, navigation, mathematics, and the arts and sciences needed to complete an academic education. William Wirt, later a distinguished attorney-general for two presidents and deeply involved in the Dartmouth* and McCulloch** cases before the Supreme Court, was a student here for all four years of the school. In his autobiography he tells most appreciatively of the school and Rev. Mr. Hunt who used to take his pupils to Rockville to hear the lawyers address the juries.

From talking with older residents and from little items in an old letter and newspaper, other evidence appears:

> That as early as 1732 a Reverend Mr. Booth of the Church of England started a school in a log cabin on Rock Creek near the present Lake Needwood Park (Farquhar's *Historic Montgomery County Homes*)
>
> That in 1794 Isaac Briggs taught in the log schoolhouse at Sandy Spring
>
> That in 1800 a Boarding School Company was founded by the Society of Friends in the Sandy Spring community
>
> That John Dyson taught in a one-room log schoolhouse one-half mile south of Dawsonville on the road to Seneca, but no definite date is given
>
> That in 1826 the Poolesville Academy advertised "a select school" for "a limited number of pupils" in the "branches of a liberal and polite education" (*Maryland Journal,* July 11, 1826)
>
> That in Rockville in 1828 there was a "school for young ladies taught by an experienced lady well recommended by literary gentlemen." She taught "all the branches of a substantial and polite female education."

***Dartmouth College Case,* decided by the U.S. Supreme Court in 1819. New Hampshire legislature amended (1816) the college charter to make it a public institution. Trustees, represented by Daniel Webster, argued that the state had violated a contract and won the case. The opinion rendered by John Marshall was that a contract is inviolable under U.S. Constitution.

***McCulloch vs. Maryland,* case decided 1819 by U.S. Supreme Court. Involved control of currency. Maryland opposed U.S. branch bank in Baltimore. Decision upheld supremacy of federal government over states.

BARNESVILLE OR HAYS SCHOOL

By 1830, the Hays School House, often called the Barnesville Academy, was located at Barnesville. Scharf refers to its halcyon days as 1830 to 1836 when the principal was Thomas Carr Lannan, who is the same man who signed the advertisement for the Poolesville Academy in 1826. He was assisted by two young candidates for holy orders in the Catholic Church. Scharf fully describes the school as:

> One room only, sixty feet long by thirty feet wide, built to accommodate about a hundred scholars. Old style desks carefully made with drawers to keep the books in safe condition were ranged around the walls. Two tinplate stoves made for burning wood, half the cordstick in length, warmed the walls. Shelves extended all around the upper part of the walls near the ceiling for the storage of lunch baskets, and nails were driven in the walls, close under these shelves for the hanging up of cloaks, hats, bonnets, and shawls.

Two schools were outstanding in the early years of the county. These were the academies at Rockville and Brookeville. Both were established under charters from the General Assembly of Maryland. Both operated under self-perpetuating boards of trustees. Each had its periods of prosperity and weakness, seemingly dependent upon the quality of the principal chosen by this board. Both were seriously disrupted by marauding armies in 1862-64 but were revived for a new flourishing period until the public high school pushed them out of business.

THE ROCKVILLE ACADEMY

The Rockville Academy originated in an Act of the General Assembly, passed in 1805. The act set up a group to operate a lottery to raise funds to buy a lot and a fire engine and to build a schoolhouse. In 1806, another act was passed, identical with the first except the order was changed to buy the lot, build the schoolhouse, and buy the fire engine. No record exists of the lottery or the fire engine, but Judge Richard J. Bowie prepared a pamphlet for the Montgomery County Centennial in which he stated "the scheme authorized by the Legislature was successfully executed. A beautiful lot was purchased, on which a substantial brick building was erected."

The actual opening date of this school is not recorded. In 1809, firm stability was secured by a charter which incorporated "eight of the most intelligent, active, and public-spirited gentlemen of their day as trustees of the Rockville Academy in Montgomery County." They were authorized to hold real and personal property up to $5,000 in annual value and to name professors, teachers, and assistants to instruct students and scholars "in the vernacular and learned languages, and such sciences and branches of education as they shall think proper."

The minute book of the trustees begins with their organization meeting on June 15, 1810. In 1811, the General Assembly appropriated $800 as an annual payment to the trustees on the condition that each year they educate eight indigent children free of charge. This "State Donation" was continued until 1916 when the minutes show

> that Mr. C. W. Prettyman is requested to prepare and present to the Board of Trustees an opinion with reference to the donation heretofore received from the state of Maryland.

The minutes show the changes in the Board of Trustees, for the remaining members were empowered to fill up their number whenever a vacancy occurred. They also show the names of principals, teachers, and assistants appointed. Infrequently, a pupil's name is entered as a "free scholar," a disciplinary case, or a medal winner in some annual exhibition. This was a public examination of each pupil in front of the

Board and any visitor who cared to attend. Often an advertisement was placed in the local paper inviting the parents and public on a certain day and hour, but once the time is given as "the beginning of early candlelight."

Outstanding teachers throughout the years include the first principal, Rev. John Brackenridge, a minister of the Presbyterian Church. Rev. John Mines was principal 1822-1847, became a trustee 1847-57, and was noted as having "dedicated twenty years of his manhood to the assiduous culture of the young men committed to his charge." William J. McClenaghan ran the English Department under Rev. Mr. Mines 1822-47. He later became president of Princeton College. Cooke D. Luckett first appears in the minutes in 1860, and in 1885 he had been principal ten times. He was elected to the office in July, 1911; but he is listed in the State Department of Education Teachers' Year Book as being principal of the Montgomery County High School for the year 1906-07 at a salary of $1,000. William Pinckney Mason was principal for 20 consecutive years.

Many other names appear as teachers for a short time only but later appear in county records and papers as lawyers, doctors, and legislators which shows that even then teaching was a "stepping stone" profession.

Miss Searle was allowed to keep a girls' school in one room of the academy in January, 1816; and in May, Rev. Thomas C. Searle was appointed principal but apparently did not serve. "Female scholars" were mentioned in the minutes in 1841; but in 1897 a committee of the board investigated the admission of girls to the academy, and a week later females were to be accepted when they had an education equivalent to the end of the sixth grade. Necessary changes, costing $300, in the building and furniture were ordered. From the record, it can be inferred that females were not in the school after its reorganization after the Civil War. Unfortunately, there is a gap in the minutes from October, 1863, to July, 1882. By 1900, young ladies were admitted as free scholars; and the first two named became life-time teachers in Montgomery County Public Schools.

The *Sentinel* for July 4, 1873, gave a very complete report of the commencement of the academy. It is quoted here as an illustration of the kinds of activities during the heyday of the school:

> The commencement exercises of the Sixty-Fourth Session of the Rockville Academy took place at the Fair Grounds in this town on Friday evening last, in the presence of a large and appreciative audience, composed of citizens from town and country. For days, aye, for weeks, the students of this venerable Institution had been looking forward and preparing for this occasion which was to exhibit the proficiency they had made in their studies during the scholastic year. . . .
>
> Soon, then, and while yet the evening twilight lingered around these grand old oaks, which for a century have cast their lengthening shadows around the spot, headed by their excellent Principal, Mr. Jesse D. Abrahams, and his co-laborer, Mr. Melville Marbury, and the Rockville Brass Band, the young students in proper column, entered the grounds and took their station on the stand. . . .
>
> The programme for the occasion was a good one, made up of selections from an ancient and modern authors, and in passing judgment upon each of the young speakers, it must be remembered that some of the pieces were more difficult to memorize and to fully represent its author——particularly is this the case in the writings of Shakespeare. . . . Passing by the young speakers, all of whom acquitted themselves with credit, the main point of interest——as it is upon all such occasions——was the contest for the Elocution Medal. There were nine

contestants, namely: R. Bowie Holland, Edward Stonestreet, William Williams, J. Maury Dove (this young gentlemen was excused from speaking on account of indisposition), W. W. Russell, A. J. Almoney, Forrest Prettyman, C. W. Prettyman, and Frank Almoney. . . . when they enter upon the stern duties of life, they will profit by the instructions received at Rockville Academy, and revert with pride to their Alma Mater.

At the conclusion of each address bouquets were thrown upon the stage by fair hands—–this is a little episode in college life peculiarly gratifying to the recipients.

The next in order was the distribution of medals:
The first honor for Penmanship was awarded to Harry Hurley.
The second honor for same was awarded to N. D. Offutt, Jr.
In the Primary Department the first honor was awarded to Eddie Peter.
The second honor was awarded to Cushman Braddock.
In the Intermediate Department the first honor was awarded to Clarence Veirs.
The second honor was awarded to Alek Muncaster.
In the Academic Department the first honor was awarded to Chas. W. Prettyman.
The second honor was awarded to William J. Williams.
The Committee on Elocution made the following report:
We find it impossible to discriminate between the efforts of Messrs. Frank Almoney and Chas. W. Prettyman.

[Signed]
E. H. Compston,
S. C. Jones,
Committee.

A medal was awarded to each of these young gentlemen, the second being the gift of our liberal minded townsman, Wm. Brewer, Esq., under whose care the class on Elocution has been so successfully taught.

At the close of these exercises E. B. Prettyman, Esq., made a short and appropriate address to the contestants, urging them to press forward in the line of their duty and to cherish a pride for their native State—–that it had a history second to none—–that her great names and great deeds were historic and shed a luster on the Maryland name.

At the conclusion of Mr. Prettyman's well-timed and eloquent remarks, that gentlemen called upon Judge Bouic, who took the stand and made a humorous address to 'the boys.'

After Judge Bouic had concluded, Frank Almoney in behalf of the class in Elocution, in a brief, well-delivered address, presented to Mr. Brewer a handsomely bound edition of Shakespeare, in token of their appreciation of his worth as their instructor in Elocution, to which Mr. B. responded in his usually happy manner.

The large audience then dispersed quietly to their homes.

Thus has terminated the sixty-third scholastic year of the Rockville Academy—–an institution we venture to say has sent forth into the world as many young men prepared to meet the exigencies of life, as any similar institution in the State. It boasts no alumni, but points to the success of those who have been educated within its walls; for, after all, that is the best education which fits one to meet the issues of life and to deal with them practically, whether acquired within the walls of an Academy or a College.

One year later in 1874, the same reporter in much the same verbiage, described the event with changes due to the slight shift in the student body, the principalship, and the addition of a free advertisement for a local businessman:

> L. B. Allen is Principal and Washington Catlett, Vice Principal.
>
> Academic first honor––J. Maury Dove
> Academic second honor––E. E. Stonestreet
> Intermediate first honor––Frank Higgins
> Intermediate second honor––Alex. Muncaster
> Primary first honor––Willie Offutt
> Primary second honor––Tommy Vinson
> Penmanship first honor––N. D. Offutt, Jr.
> Penmanship second honor––Alex. Muncaster
> Elocution medal––A. J. Almoney
>
> The Medals are all made by our townsman Mr. Hy. Ansley, and are a beautiful specimen of workmanship, as well executed as any city establishment could have furnished.

From its inception the school barely survived financially. Minutes are filled with records of arrangements to pay teachers, but at some time not shown in the minutes all this was changed. Judge Bowie wrote in 1870 "a beautiful and valuable farm in the vicinity of Rockville has recently been devised to the Academy" by one of its sons, Julius West. This is first mentioned in the minutes in 1882 when Mrs. Cahill asked the Board to purchase her life interest in the farm. In 1886, she offered to surrender her life interest for six acres of it and this was accepted. In the next year, one of the trustees bought 38¼ acres of the farm for $1,500 which was invested in B&O R.R. Car Trust Bonds. The Court of Appeals ruled in 1888 that the farm could be sold but only the income from the interest could be spent. The farm was sold for $100 per acre, and eight acres were bought for a new building which was under construction in 1890 at a cost of $3,575. This was the brick building on Jefferson Street between Adams and Van Buren. There are incomplete records to show why in 1892 the heirs of Julius West filed an ejectment suit in U.S. Circuit Court in Baltimore, and in 1895 two lawyers were paid $150 for professional service in the same court. From then on the minutes show various loans made and investments of funds by the board. In 1921, an auditor's report showed $25,500 invested and $1,933.07 in cash in the bank.

In 1901, a business course was established for boys 18 years old and girls of 17. Classes were held from 6:45 to 8:45 in the evening and covered bookkeeping, penmanship, arithmetic, spelling, typewriting, and stenography. All students were granted scholarships. The board was swamped by 44 applications. They accepted 40 and announced that no more would be taken until the class was below 30 in number. The night school seems to have continued until 1922.

In 1916, a report to a state committee showed "that were it not for the endowment, the school would certainly not be in existence, and that many people send their children to the County High School as being the better of the two even though they had been offered free scholarships in the Academy." So the minutes record not appointments of free scholars but vacancies available. By 1917, the board could guarantee only 10 pupils for a new principal. In August, 1920, the minutes show "that the school [would not] be opened for the scholastic year 1920-21."

In 1922, the gymnasium was granted to a Boy Scout troop for use. The building was leased to the County School Board and used as an annex of the public elementary school. Some time later, the Rockville City Library used the building. A private kindergarten was operated in the building for several years. After the fire at Richard Montgomery High School* about 1940, which consumed the offices of the Board of Education, the superintendent of schools set up offices there for about two years. Finally, the building and site were sold to the Methodist Church in 1966 for a parking lot.

THE BROOKEVILLE ACADEMY

The Brookeville Academy was incorporated in 1815; and the extant minute book begins on May 4, 1822. There were early difficulties, so much so that by 1832 the board seriously considered abandoning the project.

The trustees in 1833 secured the passage of the first local option law in Maryland, perhaps in the nation, which forbade the sale of alcoholic liquor in the neighborhood of their school. Two violations were noted in the minutes. The first was talked out of his practice by the trustees, but the second was presented to the grand jury.

Finances worried the trustees in the early years. But the thriftiness bred into these people carried them through. Once they made themselves individually liable for financing. In 1835, they received a state donation of $200, which in 1858 was increased to $600 and continued until the state closed these subsidies in 1916.

Elisha John Hall proved the trust given him as a teacher and then principal by building a school of which the community became proud. His tenure spanned 20 years but was not continuous. During one interlude, the principal was Nathan C. Brooks who later headed the Baltimore Female College. Elijah Barrett Prettyman was principal from 1853 to 1864 during its pre-Civil War heyday. Much later Mr. Prettyman became Maryland's state superintendent of public instruction and principal of the State Normal School in Baltimore.

Armies passed through Brookeville in 1862 and 1863, disrupting the academy. J. Durlin Parkinson became headmaster in 1865. In his five-year tenure, he persuaded the board to abandon its ancient building, purchase 20 acres outside the village, and construct a school after the English pattern. C. K. Nelson was principal for seven years (1881-1888), followed by J. D. Warfield for another seven years. These two led the school through its second period of greatness. Warfield returned in 1903 and remained for the demise of the school in 1909.

Under Parkinson's administration, a campaign for subscription and donation succeeded in securing the Weer farm, the old home of Thomas Riggs, for $4,000 and construction of a building of $7,000 estimated worth. A part of this was obtained from the state as Land Scrip, but neither the law nor the minute book states the amount. Later the old boarding house in the village was sold for $2,000. The worry of finances no longer cluttered the *Record.* When the board sold its property, it was able to match a county appropriation of $5,500 for a public school in Brookeville. Later they purchased adjacent land for a playground and further improved the school.

The trustees under Parkinson remodeled a fine old home so that it became a three-story structure with a large schoolroom on the first floor. There were 14 rooms for boarders on the second and third floor; while the kitchen, dining room, and storeroom were in a basement. Also, on the first floor was a library which at one time contained about 1,000 volumes and was open for community use. The academy was a popular center and widely used for meetings and social affairs.

---

*Formerly Montgomery County High School.

The old schoolhouse still stands in the village of Brookeville and is an American Legion hall now. The second building is just north of the town, has been twice reconditioned as a fine home, and is still surrounded by many of the various trees planted by Principal Parkinson who believed "that the minds of youth should be influenced by the beautiful in nature and art." The public school which replaced the academy was closed by consolidation with Sherwood, and the building became a community center.

OTHER SCHOOLS

Many other accounts of schools appear often in old newspapers, letters, or the reminiscences of various people. Drumelda had a girls' boarding school in 1831, opened by Abraham Brooke with Elizabeth and Hannah Lukens as assistants. They are said to have been able teachers for a number of years, being patronized by well-to-do Washingtonians.

An advertisement in the *Maryland Journal* on August 28, 1832, announced plans for a female seminary in Brookeville for "all the branches of a polite and ornamental education. The Female Boarding House will be a quarter of a mile from the Boarding House for Males." In January, 1833, the school was advertised as opened by "Mrs. Rutter (late of Baltimore) aided by competent assistants." Costs were $25 per quarter in advance for "Boarding, Washing, and Tuition in the elementary branches of English, History, composition, Natural and Moral Philosophy, the fine and useful arts, Chemistry, Needlework, plain and ornamental, Shell work, and fruit in wax." There was also "Drawing, Painting, music on the Piano, Guitar, and Harmonica, French, Spanish, Italian and Latin at the usual prices."

In the same newspaper in 1835, there is an advertisement requesting pupils for a similar education at the Rockville Female Seminary. In 1840, Professor William Musser was running the Goshen Seminary, while Professor Hallowell was at Hopewell. In 1844, in the *Maryland Journal,* "Miss M. Peckocheck presents her compliments to the parents of Rockville and its vicinity, as she is engaged in teaching her younger sisters, she would thankfully receive a select number of misses. She proposed teaching Reading, Writing, and Arithmetic; Needlework, Plain Sewing, Marking on Sampler, Embroidery, and Tapestry work." For this the price was two dollars per quarter, but "Shell work, if required" entailed an extra charge.

In the same year, Geo. R. Braddock advertised that he had opened a school in a house in Rockville where he taught the various branches of English education and promised that proper attention would be bestowed upon all his pupils.

FAIR HILL SCHOOL

In 1815, the Baltimore Friends Meeting decided to support the founding of a school in the rapidly growing Quaker community of Sandy Spring. In 1817, they reported to the Sandy Spring Quarterly Meeting their acceptance of a situation offered them by Whitson Canby. In 1818, the state legislature passed an act enabling the Friends to receive a tract of land from four holders who had obtained it from Whitson Canby. This was the 350-acre Fair Hill farm; and for almost half a century, the school was known as Fair Hill. It opened on "the first second day* in the 6th** month" of 1820 under the supervision of Roxbury Samuel Thomas and his wife Anna who had formerly had a school at Woodlawn. Their assistant was the young Benjamin Hallowell, who had come here the previous year from Montgomery County, Pennsylvania. He taught the mathematics courses. He later ran the Alexandria Academy, where his star pupil was Robert E. Lee.

---

*First Monday in June, a Quaker expression.

**Quakers did not use names of days or months because they were named after heathen gods.

Tuition and board cost $116 annually. At first it was for boys only, but soon a girls' department was added. This school closed in 1829. In 1839, under Phineas Paxson, it opened as a school for girls only. In 1850, Richard S. Kirk and his wife, the former Mary Willis, began operating the Fair Hill Girls Boarding and Day School with William H. Farquhar as principal. The disturbances in the country caused it to become unprofitable to operate a school here; and in 1865 the property was sold by the Baltimore Quarterly meeting, and the Fair Hill Fund was established with the proceeds. Between 700 and 800 pupils, mostly girls, are reported to have attended here through the years.

FULFORD SCHOOL

Fulford Boarding School for Boys opened in 1848 with Isaac Bond as principal and Anna Stabler in charge of the "boarding department and associate in the care of morals, manners, health, etc." It was located half a mile north of the Sandy Spring-Olney road on the lane leading to Sharon. The original house was replaced in 1923 after the Girls Friendly Society closed up as a country school for underprivileged city girls which they had opened here in 1905.

The 1851 catalogue of Fulford showed a lengthy list of subjects from reading and spelling through surveying to astronomy. The summer session from June 10 to September 4 cost $30; while the winter term from October 7 to May 6 cost $96 for board, laundry, tuition, books, and paper. It was recommended that two dollars in the summer and five in the winter was a sufficient sum of spending money. "All pupils are expected to attend Friends' Meeting in company with their teacher." As to holidays, the pupils would "continue regular school duties except on Christmas day. Recent vaccination is extremely desirable."

In 1862, James S. Hallowell bought Fulford and ran it as a Female Seminary until 1871 when he sold it to R. C. Marshall and S. H. Coleman, both former teachers at Brookeville Academy. They ran it as Fulford Male Academy.

STANMORE SCHOOL

Stanmore School began in 1858 in a newly erected building off the Olney-Sandy Spring Road, between what are now the Old Baltimore and Batchellors Forest Roads. The name came from the earlier homestead of the Kirk family near York, Pennsylvania. It was operated by Francis Miller as a boys' school until 1867, and one of the frequent lecturers was Benjamin Hallowell whose subjects included "The Atom" and "Electricity." Miller turned the school over to his wife Caroline who operated a popular girls' school until 1878. Among her teachers was Mary Coffin, who taught for nearly 20 years at Fair Hill, then four years at Stanmore (1867-1871). Marrying Willie Brooks in 1871, she taught a small school in Avon, her new home, just for the neighbors' children. Stanmore girls came from all over the country, even New York and California. One was a niece of President Grant, who occasionally drove out to bring the young lady for a week-end at the White House.

MONTGOMERY COUNTY PUBLIC SCHOOLS

Public schools in Montgomery County had a hard, slow beginning as they did throughout Maryland. It surprises Marylanders to be reminded that in 1860 there were 33 states in the Union; but only two, Maryland and South Carolina, lacked a statewide public school system. Earliest Marylanders were divided many ways as to education. Various antagonistic church groups wanted their children educated in what each regarded as the true faith. Therefore, children's training was relegated to, or retained by, parents as their responsibility or privilege. The large acreage of early land grants helped keep the population dispersed. So, early schools could be supported only in towns where the population was of a religious homogeneity and prosperous or thrifty enough to provide the means when the desire arose. Thus, King William's School could be the third school founded in the colonies because Annapolis was an all-Protestant town in a trading center. Charlotte Hall was the outcome of educational efforts of Catholic landowners, prospering from tobacco farming. The various schools around Sandy Spring, including Brookeville Academy, could be supported in a community growing prosperous because it was thrifty, interested in better farming, and predominantly Quaker. Rockville Academy, could exist because the county seat naturally attracted lawyers, doctors, and other professional men apt to have better than average incomes. The only other schools trying to exist, and lasting only a short time, sprang up in prosperous, fertile, farm areas or in places where some local clergyman was trying to spread the faith.

Maryland public school history usually begins with the "Bank Road Bill." This was an 1812 act "to incorporate a company to make a turnpike road leading to Cumberland, and for the extension of the charters of several banks in this state, and for other purposes." By this act the banks' charters were to be extended if they would subscribe for as much stock as would raise a fund to complete the road, and upon a further condition that in proportion to their respective capitals they pay into the state treasury annually the sum of $20,000 "as a fund for the purpose of supporting county schools."

Year by year this act was amended or supplemented many times. In 1814, the tax was set at 20 cents on every $100 of capital stock in the banks, and "inviolably pledged for the establishment of a general system of free schools throughout the State of Maryland" and was to be divided equally among the several counties. An act for the encouragement of literature in 1816 established a lottery for five successive years to raise $50,000 annually for the increase of the school fund of the state.

The next year (1817) provision was made in five counties, including Montgomery, for the education of poor children. The Levy Court, predecessors of the County Commissioners, was required to appoint seven trustees in each of the then five election districts. The trustees were to divide each district into seven divisions, to take a census of the poor children, and to establish a school in any division where there was none. No child was to have more than three years schooling. A 12-cent tax was to be levied.

Another act in this same year was designed to provide free schools, apparently for all children, by using the funds accruing under the Bank Act of 1812. Nine men—Thomas Fletchall, William Brewer, Henry Warring, Howard Griffith, William Carroll, Thomas Gittings, Upton Beall, Thomas P. Wilson, and Robert P. Magruder—were named in the act to be the Board of School Commissioners. They were to dispose of the funds allocated to them by the treasurer of the Western Shore,* to receive no compensation for this work, and to make an annual report to the General Assembly.

By 1824, Montgomery had a credit with the state greater than any other county and twice that of any other except two. The amount was $6,645.91, a major account in those days. This seems to point up that very little had been done toward establishing free schools in Montgomery County.

In 1824, a very lengthy and detailed bill was presented to the General assembly to provide for the instruction of youth in primary schools throughout the state. A superintendent of public instruction was to be appointed by the governor and council. He was to prepare a plan for statewide schools and to organize, supervise, and improve the system. Each county was to have a board of primary school commissioners composed of nine members appointed by the Levy Court. This board was to set up any convenient number of school districts and call a public meeting of inhabitants liable to pay taxes, which meeting should elect a clerk, three trustees, and a tax collector for each district. Also, they were to set a tax rate sufficient to purchase a site and to build and maintain a school. Trustees were to buy, build, repair, and furnish the school and to employ a teacher from a list of those approved by the county inspectors of schools. These were also to visit each school quarterly, when they were to advise the teacher and trustees as to the government of the school and the course of studies.

---

*That area which includes all those counties west of the Chesapeake Bay. There were two separate financial administrations in Maryland, one for the Eastern and one for the Western Shore.

Also, in each county there was to be a pattern farm and academic institution where the children of the poor might be apprenticed to work on the farm and be entitled to three full years of school instruction which must include three courses of lectures on agriculture. The bill went into minute details on all matters touched upon; but when it was passed in 1826, it omitted all reference to the pattern farm.

The act of 1817 was supplemented in 1824 by naming five men in each election district to be commissioners of the free school fund in Montgomery County. They were to meet in Rockville twice annually to draw the school fund from the treasurer of the Western Shore and distribute said fund for the education of the poor children of the county. But in the next year, a further supplement was passed directing the Western Shore to invest in stock of the Bank of Baltimore the sum of $4,179.25 standing to the credit of Montgomery County.

In 1826, came another law naming ten men as commissioners for applying the school fund for the education of poor children or for free schools. Vacancies in this board were to be filled by appointments by the Orphans Court so that each election district would always have two commissioners on the board.

Funds were to be divided among the five districts according to size, population, and number of poor children. If funds were insufficient to educate all the poor children, priority was to be given to girls over 10 and under 14 in age and to boys over 12 and under 16; and they might even limit children to one year in school. Teachers were to be paid not more than $8 per pupil per year but only for the time actually attended by these pupils. Reports of attendance were to be made by the teachers under an oath before a justice of the peace. Commissioners were to be paid $2 each for attendance at the annual meeting in Rockville. They might meet as often as they wished at any place, but they were not to be compensated for these. The determination of which were poor children was up to the board, but they were expected to adopt some general rule for these decisions.

Again, in 1830, the treasurer of the Western Shore was directed to invest Montgomery's share of the free school fund in the stock of some bank in Baltimore. In 1831, the Commercial and Farmers Bank of Baltimore was designated specifically.

Also, in 1831, an act directed the Levy Court to distribute the school fund derived from interest on bank stock and the annual incoming portion. Three discreet persons were to be appointed by the Levy Court as school commissioners in each election district. The Levy Court was to obtain the names of "proper objects in each district as pupils." The school commissioners in each district were to provide a school and were to be paid $1 for each day spent in attendance at meetings.

A supplement to this, enacted in 1832, made some changes in the method of handling the funds from the Western Shore treasurer to the Levy Court to school commissioners. The commissioners were to list the scholars and draw $1 per day "if necessarily engaged in the discharge of their duties." The clerk of the Montgomery County Court was to keep the records. In 1834, the date for appointing school commissioners was again given as originally shown.

In 1834, by resolution, the General Assembly changed the basis for distribution of the Free Schools Fund from equal shares for each county and the City of Baltimore to a plan whereby the total funds for each year were to be divided into two halves. The first was to be disbributed in proportion to the amount of white population as shown by the last census. The other half was still to be in equal shares to the then 20 counties and the City of Baltimore.

In the same year, an act provided that each county might have its schools fund reduced by the amount which should have been collected under an 1831 law to provide a tax for the purpose of colonizing the free people of color. The preamble claimed that this tax "has in many instances not even been levied in many of the counties, whilst in some others it has been duly levied, collected, and paid into the treasury."

In 1836, there was still another supplement to the 1825 act. Now funds were to be apportioned among the several districts to the number of scholars between 7 and 18 years of age. The real property taxpayers in any district could still elect to build a school or not. If they chose to build one, they had to employ a teacher for six months before they could draw on the fund which was to pay teachers' salaries only. All other costs had to be paid from taxes collected in the local district. If no school was built in a given district within two years, the funds for such district were to be divided among the districts maintaining schools. But any such district might reverse its vote and establish a school at any time when it might be reinstated. The act included enabling powers for a district to collect taxes on lands of nonresident owners but exempted all property of free Negroes.

Separate schools for females were authorized by a further supplement in 1838, but the erection of such schools was to be "subject to the trustees, rules, and regulations of the district." In the same year, an amendment to the supplement to the act made some changes: (1) the fund was to be distributed annually among the election districts according to the white population; (2) the Levy Court was to appoint a treasurer for the school commissioners; (3) the commissioners and treasurers were to be bonded; (4) the annual report was to show the number of pupils, names and ages of each, name of the teacher, length of the term, and branches of education; and the sum paid to the teacher for every child was required to be sent to the General Assembly by the treasurer; and (5) each district might ballot to determine whether it preferred the "common" or the "primary"* school.

PRIMARY SCHOOLS OF 1839

In 1839, "an act for the establishment of primary schools in Montgomery County" superseded all previous enactments and prescribed very detailed procedures. The County Commissioners, who by another law replaced the Levy Court, were to appoint one manager of primary schools in each election district for a one-year term. These managers were to meet semiannually in Rockville. At the first meeting, they were to divide the county into school districts. Within ten days after this division, the managers were to publicly notify the citizens of each district, who were required to assemble to elect three trustees for each district, designate a site for the school, and set a tax rate for the area. The operation of each school was the responsibility of the trustees thereof; and specifically detailed regulations were laid down as to their organization, conduct, and required reports. The managers were to hold all school property, choose books, direct what should be taught, visit every school once a year, and suspend pupils. However, it was still optional with each district whether it should have a school. In case any did not vote to hold a school, its share of funds from the state were to be held in trust. Managers were under supervision of the County Commissioners. An annual report to the legislature was to show the number of children, their age, sex, the number of teachers, the condition of the schools, and the amount expended in each district.

---

*Primary school went only through the third grade. The common school would have about six grades.

The County Commissioners apparently appointed as managers, under the act of 1839, Thomas Griffith, Benoni Dawson, John A. Carter, Greenbury Griffith, and Thomas Gittings; for a record book exists in the Board of Education files showing seven meetings of two or more of these gentlemen. On June 19, 1839, three of them met as Managers of the Primary Schools of Montgomery County. They chose Uriah Forrest as clerk, to be paid $2 for each meeting day he attended and the same rate for recording as the clerk of the county. They ordered a thousand copies in pamphlet form of the new law and decided to meet in July to divide the election districts into school districts. On July 8, they carefully spelled out boundaries for eight schools in the third (now Poolesville) district and adopted the division of the fifth district as made by the school commissioners in 1827 and recorded in the clerk's office. They ordered $12.50 paid to Adamson and Higgins,* but gave no reason why.

On August 19, they divided the fourth district (now Rockville, Potomac, and Bethesda) into six school districts. Apparently reversing themselves, they spelled out boundaries for five schools in District 5 and then made some changes in District 3. A sample description is:

> District No. 2—Beginning at New Port Mills on Rock Creek, thence with a straight line to William O'Neal's Mill, thence to the Road from Rockville to the Falls of Potomac, where a Road from Enos Child's to Thomas Clagett's crosses said Falls Road, thence with a straight line in the direction of Bennett Clement's until it strikes Watts Branch, thence up and bounding with said Branch to Perry's Old Mill, then with a straight line to James Eslin's on the Road from Rockville to Frederick Town, thence bounding with the road to the late James Ryan's to Lukes' Mill Branch, thence down and bounding with said Branch to Rock Creek, then down and bounding with said Creek to the beginning.

On September 23, Arnold T. Winsor is listed as a manager with no explanation as to whom he replaced. They approved location of several schoolhouses selected by trustees but rejected No. 2 in District 3. They approved the required bonds of trustees of two schools. On September 5, there was no quorum at the meeting. On October 14, 1839, they changed some boundary lines, approved school locations, and accepted more trustee bonds. These minutes end in midsentence.

In the same manuscript book are several pages, under the date of November 3, 1849, headed by "the lines of five School Districts as laid out by the School Managers of the first Election District of Montgomery County." These are signed by John W. Darby, E. M. Owen, and Ulysses Griffith as "School Managers of the first Election District."

Among the very old records of the present Board of Education for Montgomery County is a manuscript book headed "Procedures of the meetings in the Primary School Districts in the 3rd, 4th, and 5th Election Districts of Montgomery County." Here it is found that some areas did proceed under the act of 1839. In election District 3 (Medley's, now Poolesville), school No. 2 held a meeting on July 22, 1839, and chose as trustees Colmore Williams, John Cross, and Jesse Veirs. On September 21, they decided to levy a tax of $600, and on October 4 by a vote of 18 to 2 they kept their school at the "old site." On July 23, school No. 6 met and elected as trustees Thomas Hall, Elias Spalding, and John A. Chiswell. School No. 5 had on July 19 chosen Joseph C. White, George Hoyle, and Nathan S. White. No. 7 chose Joseph J. W. Jones, Henry W. Talbott, and Richard A. Harding on July 24. No. 8 elected Thomas W. Hyde, William Pearre, and John C. Gott on August 3 when they also levied their tax of $650; but on August 19 they solemnly voted that this amount was more than the district could bear, so they reduced it to $325. School No. 1 met on August 20 and elected John Dawson, William Dyson, and Lawrence Allnutt. Only No. 4 seemed to resist the active work of the election district manager, for it met on August 10 and adjourned.

---

*A Washington, D.C., general merchandise firm of the time.

Election District 4 shows up with only one action. School No. 2 held its meeting on September 12 and simply adjourned.

In District 5 No. 3 met and adjourned on September 4. No. 2 met at Colesville on September 5 and appointed a census committee who reported to the next meeting on September 13 that they found "82 schoolable children." When the meeting proceeded, they levied a $300 tax, selected a site near a spring of water, and elected as trustees Thomas Fawcett, George B. Scaggs, and George D. Spencer. At Leesboro (now the intersection of Georgia Avenue and University Boulevard), No. 1 met on September 14 and simply adjourned. On September 14, No. 4 met and elected Richard J. Anderson, Eden Beale, and John Rabbitt. There are many more blank pages in the book, but no further reports of meetings nor actions appear.

In 1840, "an act to regulate schools in Montgomery County" provided "for the equal distribution of school money in said county." All school moneys due Montgomery from the treasurer of the Western Shore were to be paid to the order of the County Commissioners. *Three* managers of schools were to be appointed in each election district by the commissioners. These managers could draw two dollars each per day for attendance at called meetings. They were to determine how the money "shall be applied and distributed in each district, for the most effectual dissemination of instruction in common schools, for the benefit of all children requiring instruction, always giving the preference, however, to the poor and the children of the most needy, including in the distribution so to be made, a provision for such books and stationery as may be necessary for the poor; and if any surplus remains over and above the amount that may be required as aforesaid, the same shall be applied towards assisting the patrons of the several schools in compensating the teachers." The next year (1841) a supplement repealed the part of the act which authorized "the expenditure of the school fund for purposes other than the education of poor children, including books and stationery."

In 1842, the act "to provide for the apportionment and expenditure of school money in Montgomery" repeated in greater detail the act of 1840 with no material changes. In 1843, the act required the school managers to prescribe and regulate the attendance of indigent scholars and their teachers.

In 1844, a resolution of the General Assembly directed the treasurer of the Western Shore to pay to the commissioners of Montgomery County $1,420.26, "being a portion of the free school fund to which the said county is entitled, and which has been withheld under the provision of the act of 1834."

In 1845, the Assembly repealed a part of the law of 1842 allowing the treasurer of the school fund to use for a limited time a part of the fund for his own benefit and set his payment at 2 per cent of the funds received.

A peculiar act was passed in 1848 authorizing the commissioners of the school fund to pay William M. Morrison $74.41 out of the fund of Berry's (Bethesda) District for books and stationery furnished to the school managers of said district.

In 1850, an act directed and required the managers of the second election district (Clarksburg) "to divide the said election district into a suitable and convenient number of school districts" and in all respects to carry out the provisions of the act of 1842.

In the *Journal of the House of Delegates for 1858*, there are two significant passages. "Mr. Duvall presented a Petition of ninety-eight persons of Montgomery County, asking for the establishment of a Primary School system for that county: Which was referred to the committee on Education. On motion of Mr. Duvall, leave was granted to the Montgomery County delegation, to report a bill to establish public schools in Montgomery County."

All of this would lead to an opinion that maybe no public schools yet existed in Montgomery, but other items have appeared. The 1861 report, written by William H. Farquhar, asked its reader to "Remember the actual condition in which the public schools and school-houses of our county have hitherto existed." Reference is made to an existing "commodious house near Hawlings' River Church" and "repairs made to other" schoolhouses.

In the *Maryland Journal* of February 6, 1828, there is a three-column report of the commissioners appointed by the Levy Court under the statewide act of January 26, 1828; 33 school districts were laid out in the county. In the same issue was an editorial:

> We most earnestly invite our readers to an attentive perusal of the Commissioners' Report on this very interesting——this highly important subject. As was to have been expected, they have acted in accordance with the views of a majority of the citizens of Maryland. From such schools has arisen the greatest men that America has produced. Amongst the many, very many, educated at such schools, we will only name our present Chief Magistrate.

In the same newspaper two weeks later appeared the notice:

> The following days and places have been appointed by the School Commissioners, for holding their respective meetings, viz.,
> District No. 16——At Cabin John Meeting House on Thursday 29th (instant)*
> No. 17——At Concord, or Magruder's Meeting House on Saturday 23rd.
> No. 18——At O. S. Wilson's Tavern on Monday 25th.
> No. 15——At Darnestown on Tuesday 26th.
> No. 13——At Darnestown on Wednesday 27th.
> No. 14——At Heeter's Shop on Thursday 28th.
> No. 19——At the Court House, Rockville, Thursday 28th.

Then on March 12, 1828, a news item reported that "a large and respectable meeting of the taxable inhabitants" met in Rockville and duly elected five men to carry the law into effect. One of these was a teacher, and four were trustees of the Rockville Academy. Again on April 30, there was a call for a reconvening of this meeting on April 31 at 3 p.m. to "say what expense they will submit to in purchasing a lot and building for a School House." Unfortunately, so few copies of the *Maryland Journal* are now extant that no further report has been found. In the issue for April 2, 1828, there is an advertisement:

> In the neighborhood of Dawsonville, Montgomery County, a person capable of teaching school, to one properly qualified, a liberal encouragement will be given; application to be made to Samuel Darby, Esq.

In the land records of Montgomery County, Liber B. S. 6, folio 38, there is a deed for one-half acre on the north side of the road from Clarksburg to Damascus to the trustees of Clarksburg Academy, dated July 20, 1833. This same lot was deeded, Liber E. B. P. 18, folio 434, to the Board of School Commissioners on October 5, 1876, for a $5 consideration.

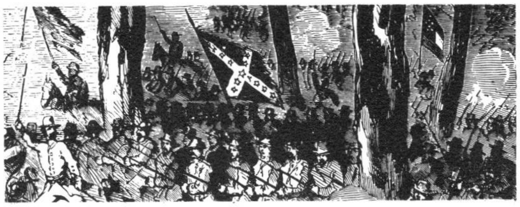
A deed in Liber E. B. P. 4, folio 65, for a lot in Dawsonville, dated April 25, 1867, appears to have been for a school lot of long standing. So does one for a small lot at Ednor, dated January 3, 1862, in Liber J. C. H. 8, folio 499 where the price was 25 cents. At a still lower price, 1 cent, on April 30, 1861, about one-fifth acre lot near Laytonsville was recorded in Liber J. C. H. 8, folio 410.

***Indicates the current month.**

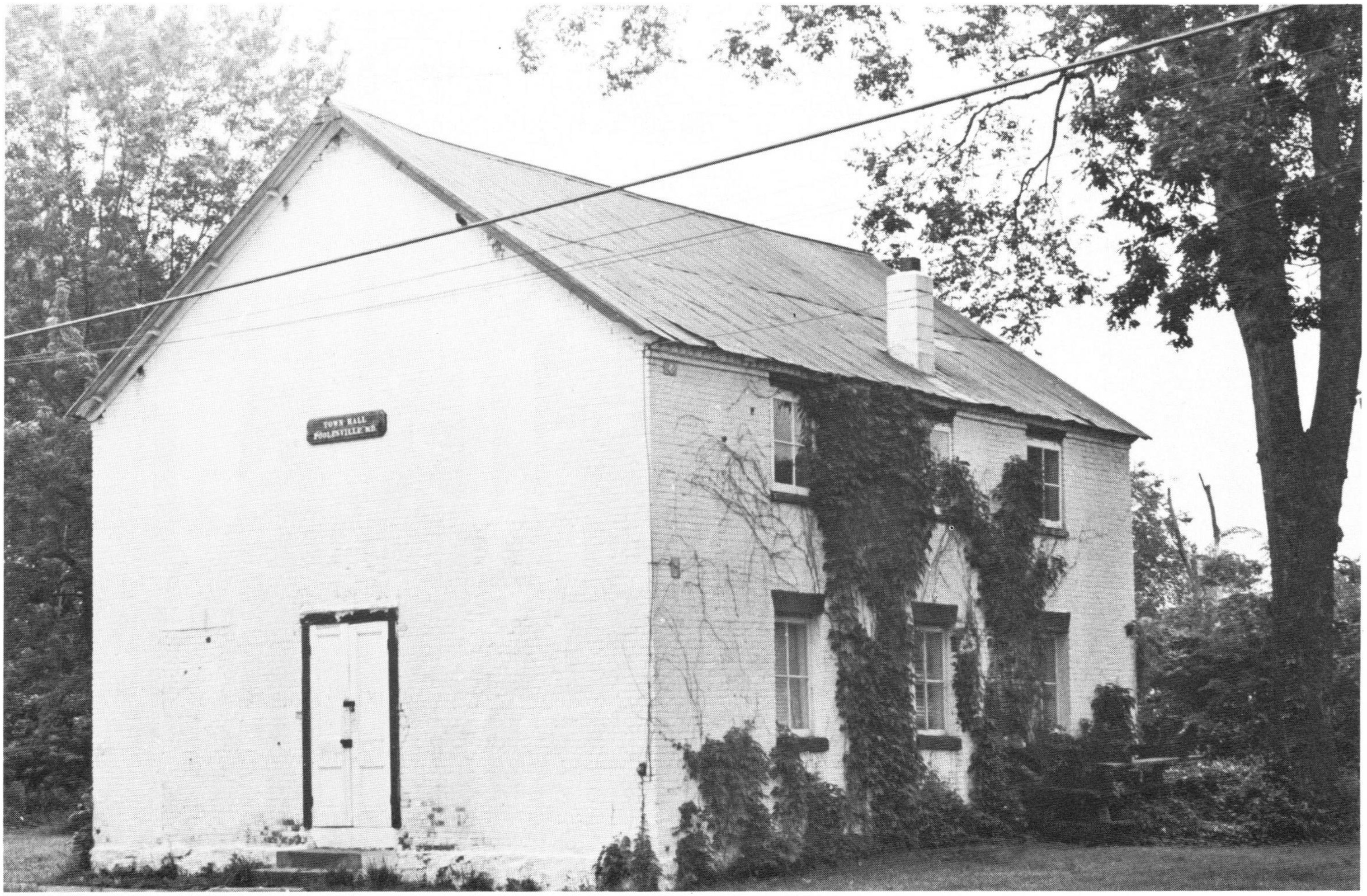
The author personally owns one, and has seen two other, homemade pupil's notebooks kept at Mount Radnor school in the 1840's. This school was on the west side of the road from Damascus to Kemptown, near the intersection with the presently named Gue Road. It was deeded by a trustee to the Board of School Commissioners for one dollar on October 5, 1878, as shown in Liber E. B. P. 23, folio 47.

There are other deeds which have the look of being for earlier schools turned over to the Board of School Commissioners, constituted in 1860, and having a continuous corporate existence since, being now designated the Montgomery County Board of Education. But the land records cannot be used as absolute proof, for until 1916 the school board very loosely held real estate. When many schools were closed by consolidation in the 1930's, several lots long held as schools could not be found by deed. Some of these reverted to the owners of adjacent farms, but several were transferred to the Maryland-National Capital Park and Planning Commission by quitclaim deeds.

CHAPTER II



THE William H. Farquhar PERIOD


TOWN HALL
POOLESVILLE, MD.

Old brick school in Poolesville

1860 1868

CHAPTER II. THE WILLIAM H. FARQUHAR PERIOD 1860-1868

On February 27, 1860, the General Assembly of Maryland passed "an act to amend Article 15, Sections 51-65 of the *Public Local Laws of Montgomery County*" and substitute therefor the new setup under which a countywide system was finally organized. The act appointed a Board of Commissioners of Public Schools for Montgomery County for two-year terms each. Named were Basil B. Crawford from the first election district (Laytonsville), Leonidas Willson from the second (Clarksburg), Isaac Young from the third (Medley's, now Poolesville), Robert W. Carter from the fourth (Rockville), and William H. Farquhar from the fifth (Berry's, now Colesville, Olney, and Wheaton). Replacements, either as vacancies occurred or terms expired, were to be made by appointment by the judges of the Orphans Court. The Board was made a corporate body with power to elect a president who was to keep an accurate record and to choose a treasurer who was to receive 2 per cent of all the money he handled. All rights, powers, privileges, and duties of existing school authorities in the county were transferred to this board, which was to employ teachers, fix their salaries, lay a course of study, and choose textbooks but was to pay no teacher more than $300 per year. All property of the schools was to be used by this new Board, and they were empowered to build or lease suitable schoolhouses. They were given the right to sell school property.

The Board was required to meet quarterly or more often at its discretion. It was to compile an annual report on the condition of schools, salaries of teachers, number of pupils, cost of books and stationery, general and particular expenses, and other information. As the first president pointed out in his first report, nothing was said about to whom this report was to be made. Any three members of the Board together were qualified to examine teachers and issue them certificates. The president was to be paid $4 for each day's meeting, while other members received $3 each.

A board of district commissioners was named to consist of Edward W. Owen and Edwin M. Muncaster from the first district, Benjamin E. Hughes and Washington Waters from the second, Richard W. Williams and Hezekiah W. Trundle from the third, Joseph T. Bailey and Frederick L. Moore from the fourth, with Francis Valdenar and Caleb Stabler from the fifth. These men were empowered to contract for the building of schoolhouses in their respective districts, but no school was to cost more than $300. They were to be paid $2 per day while engaged in laying out school districts and erecting schoolhouses thereon. Any vacancies in their ranks were to be filled by the judges of the Orphans Court.

Further, the act provided that the county levy for school purposes never should be less than 10 cents nor more than 20 cents per $100 on assessable property. Pupils in schools were to pay $1 per quarter year, but those from needy families might be exempted from this charge by the district commissioners. All school funds were to be paid to and accounted for by the treasurer of the county Board of School Commissioners. Existing state donations to the Rockville and Brookeville Academies were exempted from this provision.

OPINIONS OF THE NEW SCHOOL SYSTEM

The *Montgomery County Sentinel* provides a source for the study of the public viewpoints on this new system. It begins with an editorial on April 13, 1860:

> We published several weeks ago, the School Bill for this County, as adopted by the Legislature at its last session. It has now been read and considered by a large number of our citizens, probably a majority of them. While it finds favor and is approved by a great many, yet there are some who are opposed not only to the particular features of this bill, but to the entire

> system of primary education. We had supposed that the sentiments of our people, upon question, was well understood, and that our Legislators, who supported and procured the passage of this bill, but reflected the will of their constituents; and, indeed, we feel confident that the system, if once put into operation and properly understood, will be sustained and find favor with the people of this county. But the popularity of the system, or of the provisions of this particular bill, is not now for us to discuss. The Legislature has passed the law under which we are to act in the future, or as soon as it can be carried into effect, and it behooves every good citizen to lend a helping hand, and give encouragement to those whose duty it is to put it into operation. There are difficulties attending the carrying of this bill into operation, but none so formidable that time, experience and determination will not overcome. We say *time*, for we really think that is the great requisite. The necessary means—*the money*—the Commissioners cannot now command; but allow them *time*, and they will be able. School-houses are *to be built*; in *time*, they will be. So *time* is all important.
>
> By a provision of this bill, the Commissioners of Tax can levy, in their discretion, for the support of schools, a tax of not more than twenty cents, nor less than ten, in the one hundred dollars. Suppose they levy the minimum amount—only five thousand dollars will be raised from this source, and which amount will not be due, and subject to the order of the School Commissioners, before the first of January next. Four thousand dollars more will be received, from the State Treasury next July—making only nine thousand dollars an amount entirely too small to commence this new system of education. But let us take a more liberal view, and suppose the Commissioners of Tax will levy the maximum amount, and then will have five thousand dollars more—making fourteen thousand dollars—ten thousand of it not due and obtainable before January next—a sum yet too small to develop the full benefits of this measure.
>
> The most experienced and best informed among us, estimate the necessity of thirty school-houses for the county, at a cost of three hundred dollars each—making nine thousand dollars; the annual salary of a teacher for each house is three hundred dollars—requiring nine thousand dollars more; so that for the first year of the adoption of this bill, eighteen thousand dollars will be required for teachers and school-houses alone—to say nothing of sundry minor expenses to be provided for, though by no means insignificant in amount. But we hope the per capita fee, which we have not taken into consideration, will cover these and other incidental expenses.
>
> Without pursuing the subject further, with all deference, we should suggest to the School Commissioners, if the law will permit, the propriety of allowing the old system to dispense its great, though partial, benefits for a while longer, and delay the action of the new one until they can command the money to inaugurate it, and put it in full operation. In the meantime sites for school-houses can be selected, contracts for building can be entered into, and houses may be erected. The Commissioners, well qualified to discharge their duties as we know them to be can find much useful matter, in connection with this subject, to engage their attention, and at some future day, not very remote, the system of Primary Schools, under this bill, will be developed, in this county, in all its usefulness, dispensing its blessings to thousands yet unborn.

A month later, on May 18, 1860, William Brewer reported a reaction from Poolesville:

> Pursuant to previous notice, an adjourned meeting of the citizens of Medley's District, opposed to the school bill passed at the last session of the legislature, convened in the Town Hall, in

Poolesville, on Saturday last, the 12th. instant. The weather being very inclement, there were not a very large number of persons present. Dr. William Brewer, chairman, called the meeting to order; and after having stated the object of being called together, a motion was made that the chairman appoint a committee of five persons to prepare business for the meeting whereupon the following gentlemen were appointed: Messrs. Wm. T. Jones, Richard H. Jones, Benjamin White, David Young, and Frederick S. Poole; who having retired and after consultation, presented the subjoined preamble and resolutions, which were adopted:

Resolved, That, therefore, we needed not, nor did we ask the legislature to modify, alter or substitute another system for the present one.

Resolved, That it is not the right or the duty of the legislature to enact laws either partial in their applications, or oppressive to any class of citizens, to pander to the selfishness of a few whose personal interest might be thus advanced by injustice to the many.

Resolved, That the legislature needed no further evidence of the people's will in reference to this matter, than was expressed in a vote some seventeen years since, when a similar bill to that recently enacted into a law was presented to their consideration, and it was voted down by an overwhelming majority.

Resolved, That this act was, therefore, an assumption of power on the part of our legislature, to which we are unwilling to submit, especially as it was unasked for by us, the people, and was wholly gratuitous and uncalled for.

Resolved, That as this law is purely local, and under the constitution of Maryland the laws enacted by our legislature are required to be general, we believe the said law is unconstitutional and believing our Board of county commissioners have the power to levy the necessary tax, or not, to carry out the provisions of said law, we earnestly and most respectfully appeal to their honorable body to refuse to levy the said tax.

Resolved, That the annual increase of our county taxes have arisen to so alarming degree, that we hereby call upon the county commissioners not only to abstain from further increase, but curtail those already made, if possible.

[Signed]
William Brewer, Ch'm.

Apparently someone started the discussion by a letter to the editor published on May 4, but this copy is unfortunately missing from the files. The objector used the *nom de plume* of "Medley's" and was thought to have been William Brewer, but he vehemently denied the authorship. The May 18 issue of the *Sentinel* contained rebuttals signed "One of the People," "Berry's," and "F." No clues appear as to the identity of these protagonists, except that the arguments and style of "F." sound much like William H. Farquhar as can be seen in the following:

> Mr. Editor:—A friend of the School System, now being put into operation in our county, in accordance with the law passed at the last session of the Legislature, desires to present some observations on that subject to his fellow-citizens.

In his judgment, the better course would have been to let the Act go quietly into operation, and allow the people to judge for themselves of its working. But, as an opposition has arisen, that tends to defeat the law, or cripple or prejudice its action, before it has a chance to be fairly tried, the question of its merits is distinctly brought before the people.

In this age of the world, it is quite unnecessary to enter another plea for the education of the people. As well might one feel called on to waste time in proving that they need food, and air, and light. The only question relates to the best mode of effecting what is generally admitted to be essential. Is the system, now about to be tried in our county, likely to promote the great object? On this main point, the attention of the people is invited to the following considerations:

> There is nothing new in the principle of the law. It proposes to adopt, in our community, the only system which has ever been tried successfully anywhere; and that is, to place education on the same ground as the other objects for which government is instituted, *viz*, to protect 'life, liberty, property, and the pursuit of happiness; to provide for the common defence, and the general welfare.' In this view, it is right and proper and indispensable—*not* unjust nor unequal to provide for education in the same way as those other no more important objects are provided for. If the people are really to be educated, the *principle* of the bill is just and true. Objections may be made, and probably with justice, to some of its details. But everything must have a start; and what better start can we hope to make, than in applying to ourselves the measures which are found by experience to work well in communities similarly situated?

Hear what they say of the working of a system, almost perfectly the same, in another county of our own State. I quote from the last Report of the thirteen respectable gentlemen, School Commissioners of Baltimore County:

> In presenting our Report for the tenth year since the establishment of the School System, we feel proud to say that we see evidences of its complete success. Recent events clearly show that the people are willing to sustain the system by a liberal tax. Among the petitioners for an increase of the tax, are very many of our largest tax-payers.

I had the fortune to pay a visit, recently, to Talbott county, where I found the people in a state of considerable excitement, owing to the withdrawal of their School Tax, through an accidental error in codifying the laws. I was told that they had been paying over 20 cents in the $100 for the benefit of the schools, for several years; and there seemed to be a universal sentiment of indignation at this interruption of their system.

Is it not reasonable to suppose that what has been found by experience to work well in other counties of our own State, may at least be worth a fair trial in Montgomery?

It is not proposed to build up the platform of a School System by taking a plank from Connecticut, another from New York, another from Ohio; but, eschewing all such patchwork, to raise the structure gradually, and adapt it carefully to the condition of our own people.

But, first, a good foundation must be laid; and to do this, we invite the co-operation of all who feel a real interest in the great cause. There is enough work to be done, if all such come forward to help. Do not turn the cold shoulder on this attempt to diffuse so great a benefit, because there are some imperfections in the method. These may be corrected, as experience

> shall develop needed improvements. But if this attempt shall prove a failure, through opposition from any quarter, what hope is left for the future?
>
> [Signed]
> F.

Arguments advanced on "One of the People" seem to show the understanding of one versed in the county affairs:

> Mr. Editor:——We desire to make a few remarks in reply to a communication over the signature of 'Medley's' which appeared in the *Sentinel* of 4th. instant. He commences by saying, 'from his daily observation of the public sentiment in Medley's and the western portion of Rockville district' in reference to the School Law lately enacted for Montgomery County, 'he is constrained to believe four-fifths of the voters within these limits are decidely hostile to said law.' That may be so; but we beg leave to differ from him there, and say, we believe a large majority of the voters within these limits are decidedly in favor of said law. In proof of which, some weeks ago, there was a public notice put up in Poolesville, notifying all who were opposed to said law to attend. In addition, Mr. 'Medley's,' with the assistance of two or three of his satellites, riding over the district, urging every man they could see to attend the large mass meeting to be held in Poolesville, in opposition to the School Law. When the day arrived, they numbered in all, the round sum of *fifteen!*——All told! And several of these went to gratify the personal feeling of those who had solicited them. They thought this a bad show for the large mass meeting, and they adjourned for two weeks, and *gave* public notice that several speeches would be delivered at their next meeting, and again renewed their drumming. The result was about the same! As this was their second meeting, it would not do to make another postponement, particularly as Mr. 'Medley's' had prepared the business of the meeting, drawn up the resolutions he intended them to adopt, and put them in the hands of one of the previously selected committeemen. As soon as they were seated, (as we are informed), a motion was made that the Chair appoint a committee of five. Of course it was done; and as we learn, they retired, and after an absence of about half an hour, returned with the resolutions slightly altered. The meeting adopted them, but by no means unanimously.
>
> We are a little surprised at the course of 'Mr. Medley's,' in relation to the School Law. It is difficult to believe, for a moment, that a man, who has received so large a share of public patronage, could object to aid in educating the offspring of those who have so liberally rewarded him. He commenced life, a poor man, but with a good education. He has told us, time and again, that he has booked from one to two hundred dollars a day, day after day, for his services. In fact, he has accumulated almost his entire wealth from the hard earnings of the laboring class of Montgomery County. Now, the people of Montgomery County have asked for a Primary School Law——and we say *justly*——and our Legislature has granted it to them. Now, sir, Mr. 'Medley's' is the first man we have heard openly avowing himself opposed to aid in the education of children of those very men, whose hard earnings gave him his wealth. Does he prefer to see those children poor destitutes, and perhaps, inmates of our prisons; or, would he aid them in making them good soldiers, useful citizens, and, perhaps, some of our brightest stars?
>
> He charges our present law-makers of being 'fast men,' because they did not do as men have done some twenty-five years ago. At this fast age and time of rapid improvement, does he suppose the voters of Montgomery County are willing to be set back in their system of education that far behind the times, when it is the very groundwork of all improvement? He

> asks, 'What has since occurred to require such prompt action? Have not our schools been kept up, under our old system, with well filled houses, and competent teachers?' The people are ready to answer unanimously——NO! He looks at the additional tax with an eye of vengeance! Truly, it must unquestionably be the sum of all his objections! But after the system is once established, it will not be as much as he would have the people believe. For instance, the per capita tax of $1, on the pupil, will amount to $4,000, and as much more from the State, making $8,000——more than one-half required to carry on the schools; and after the re-assessment, it will not exceed 8 cents on the $100.
>
> [Signed]
> One of the People

"Berry's" showed a strong stand for the new system and gave a veiwpoint from his end of the county:

> Mr. Editor:——In your last issue, there appeared a communication signed 'Medley's' in opposition to the School Law recently passed by the Legislature, setting forth that 'four-fifths' at least 'of the voters of that and the western portion of Rockville District' were opposed to said Law; that the Delegates to the Legislature acted 'impertinently' in maturing this measure. Does not 'Medley's' know full well that the convention that placed those gentlemen before the voters of the county, passed, by a unanimous vote, instructions to them to enact such a Law. Medley's District was fully represented in that convention, and did not raise her voice even to ask delay upon the subject, but suffered said instructions to stand as the express will of the party. Knowing this, and seeing the action of their Delegates for more than three weeks prior to the passage of the Bill, they did not offer the least objection by letter or petition against its passage. It is a well known fact, that in this portion of the county the question of Primary Schools has been agitated, and candidates pledged for such schools, for more than four years past; and, also, that no party could get the votes of the people without such a pledge. The candidates being fairly and fully committed to the measure, standing upon that platform and asking the endorsement of the people upon the issue, were elected by a large majority of the voters——this Law being the only one to which they stood committed and pledged to their constituents; yet, according to the opinion of 'Medley's,' they are 'fast gentlemen' and acted 'hastily' and 'impertinently.' The facts in the case do not prove it, nor does 'Medley's' opinion make it so.
>
> Yours,
> Berry's

The letter writing kept the editor's columns filled for months. On June 15, 1860, a "Teacher" made a trenchant comparison:

> 'Medley's' maintains that it is an effective system, accomplishing all that was desired or necessary.

> Now compare this state of affairs with the new order of things that is shortly to be ushered in. This will educate all, while the other does it only in part. Every parent can send his or her children, who will do it, while before they were unable. Which system then appears the worse, that which does the whole work of education, or that which administers but feeble aid towards its accomplishment? It certainly requires but little wisdom to decide when the truth is known, and if Mr. 'Voter' can conscientiously still designate it a 'worse one,' it is only the worse for him, perhaps, because he permits the love of the dollar to tarnish his soul, when it is demanded to support a worthy and righteous cause. Here we pause until another opportunity.
>
> [Signed]
> Teacher

On June 22, 1860, a "Farmer" seems to want to get on with the new system:

> . . . I think that the readers of the *Sentinel* will unanimously agree that this question of 'Old System' or 'New System' is settled, and that our Legislature acted wisely in giving the people this new Primary School, not from any arguments urged by its advocates, but from the nonsensical gas, inelegant expressions, and glaring imperfections in some of the communications, it is more than proven that education has been most sadly neglected; that the mind, the intellect of our people, has been allowed to sleep and be inactive. I say establish more and better schools, lest [sic] the youth of our county be taught to think and express their thoughts in writing, and will no longer have your columns filled with such stuff, to the exclusion of your usual interesting and useful matter.
>
> [Signed]
> A Farmer

The tax question came in for much argument, as from "one of the Voters" on June 29, 1860:

> As far as the building of school houses, it seems right and proper that they should be built by taxation or mutual subscription by the patrons of a school; but the taxation to educate, generally, I cannot say that it is quite as just. For instance, we will suppose that two families reside in one school district, both men of wealth, one having children to educate and the other none. Now, is it right and equitable that a tax should be laid upon the man that has no children to educate---or that he should help to pay for the man that has? The principle of our government economy seems to me to be, that every man has a right to his property, to use it and dispose of it as he thinks best. If this be the true and correct principle, what right has the legislature to compel a man, or set of men, to pay for that from which he cannot possibly derive a benefit? If this tax is necessary to educate the indigent and the poor, it is right and proper; if it is to assist in the education of children whose parents are able to educate them, then it is wrong and unjust.

Meanwhile, from news items in the extant issues of the *Sentinel*, it can be learned that the new boards had problems. Muncaster, Owen, and Stabler resigned from the district board. The Orphans Court appointed Walter M. Talbott and Thomas Lansdale from the first district and Joshua Gilpin from the fifth. On April 6, Young, Carter, and Farquhar came to Rockville "but transacted no business---inasmuch as Messrs. Crawford and Willson, their associates, had resigned." The Orphans Court replaced these by naming Robert Sellman and Richard Waters. The latter of these never appears in the

Record of Proceedings of the Board of School Commissioners of Montgomery County. This handwritten volume is still preserved in the office of the current Board of Education for Montgomery County. It begins with the entry for April 17, 1860. Carter, Young, Sellman, and Farquhar are listed as present. They chose Farquhar president and Carter treasurer, thus meeting the requirements of the law. The only recorded action on this date shows that this board agreed to pay the teachers their salaries for the past quarter when the former school managers made up the accounts.

FIRST TEACHERS EXAMINED

The second meeting of the Board produced only one record resulting in an advertisement in the *Sentinel* for three consecutive weeks:

> Applicants for the situation of teachers of Public Schools are requested to come before the Board of Commissioners for examination, at their next meeting, in Rockville, Tuesday, 5th of June.

On that date (June 5, 1860):

> The following persons were examined as far as time and opportunity allowed; and favorably regarded though not definitely passed.

Miss Kate M. Smith——Darnestown
Miss Martha M. Dawson——Sugarland
Miss Mary H. Cook——Darnestown
Miss Mary T. Briggs——Brookeville
Miss Lydia H. Watson——Sandy Spring
Miss Sidney W. Dowde——Rockville
John H. Coolidge——Clagett's School
James F. Collins——X Roads
James L. Fulks——Rockville
John W. Baker——Olney
John P. Bouic——Poolesville
Nathan T. Harris——Forest Oak
R. W. Sanders——Poolesville
Joseph Dyson——Poolesville
Luther M. Watkins——Damascus
Henry C. Hickerson——Clarksburg
William Haggerty——Rockville
Thomas Waters——Spencerville
J. J. Benson——Clarksburg
J. Benjamin Hodges——Barnesville
C. H. Mytinger——Colesville
Michael Keefe——Olney
Thomas C. Lannan——Poolesville
Joseph Strong——Damascus
George F. Byrne——Laytonsville
William L. Hunt——Darnestown
J. W. Hodges——Hyattstown
Ignatius T. Fulks——Middlebrook
George Guvey [sic]——Clarksburg

The next Board meeting on June 15 began to be all business. It requested a levy rate of 15 cents and noted the receipt of $1,412.15 from the treasurer of the former Board. It authorized building three schools in the district of Berry's, four in Rockville, one in Clarksburg, four in Medley's, and two in Cracklin. Schools were to open for pupils on July 16, but no one of the five districts could have more than eight schools. Rental of buildings was to be permitted. Advertisements were to be placed in the effort to secure teachers. Board members Young and Farquhar were to prepare a written examination to be given teacher applicants at the school by the commissioner, but the answers were to be submitted to the full Board before a teacher could be approved.

For some years the Andrew Small Academy had been operated at Darnestown in close harmony with the Presbyterian Church there. The trustees applied to the Board for financial aid. The school was adopted as a part of the county system, with aid limited to $300 as a teacher's salary. The name "Andrew Small" appears for several years on the teachers' payroll, but really the philanthropist who established the generous endowment to operate the academy was not a county teacher.

In August, Isaac Young resigned from the Board for "personal reasons" to be replaced in October by the court-appointed C. Ross Veirs, who in turn was replaced by George W. Chiswell in April, 1861. Only four names ever appear in the minutes of this Board at any one time. Also in August the Board reviewed teacher examination answers and issued certificates. The names of teachers receiving these were listed in a separate book which the author has not been able to find. The treasurer of the Board accepted his first payment from the State School Fund and carefully recorded the $4,347.50.

FIRST PAYROLL

On October 9, 1860, Board members carefully examined the quarterly reports of teachers and approved salary payments for each based on the attendance of pupils and the number of days schools were open. This listing from the Minutes of individual teachers shows their salaries for a quarter-year:

1st District	
William H. Briggs	$59.08
Mary T. Briggs	20.97
F. V. Robinson	70.76

2nd District	
Henry C. Hickerson	62.75
George Guivey [sic]	36.00
J. W. Hodges	59.81
Jos. J. Benson	57.00
Ignatius T. Fulks	53.53

3rd District	
R. N. Saunders	54.00
B. Hodges	58.00
E. H. Dickinson	61.00
E. Hughes	45.00
Thomas C. Lannan	54.00
John P. Bouic	59.00
Martha A. Dawson	58.00

4th District	
E. B. Mounty	$56.50
J. H. Coolidge	29.11
N. T. Harriss	61.00

5th District	
C. H. Mytinger	62.63
Thomas Waters	49.85
Washington Adamson	52.50
J. W. Baker	59.00
William Keefe	12.00
George F. Byrne	58.00

There were other teachers who had not submitted reports, and the Board provided that they might be paid if approved by the commissioners for the district.

ROCKVILLE'S NEW SCHOOL

On March 1, 1861, the *Sentinel* carried a news item:

> Primary School House.—A new school house is being built near the Fair Grounds and we learn will be ready for occupancy by the 1st of April. It is twenty feet front, by twenty-four; is conveniently located, and substantially constructed. When completed, it will supply a want much needed.

From the Minutes, the Board time was spent mainly on accounting, with teacher examinations being the other chief consideration. "Teachers were allowed to make a charge for instruction in Extra branches." "Payments [were made] partly in cash, partly in orders on the Tax Collectors." This system is hard to understand today. There was no financial bank in Montgomery County. When such services were required, one went to Frederick, Baltimore, or Georgetown. Payments were often made by drafts which were orders or requests to some other party to make the transfer of funds. The treasurer of the Board would give the teacher a draft on the district tax collector ordering him to pay over a certain amount to the bearer. The collector may or may not have the funds available. The teacher might sell the draft to a third party, usually at a considerable discount. The use of these drafts or warrants worked great hardships on teachers until its abandonment after about 20 years.

"Treasurer's report *non est,* at this time" appears in the minutes in 1861 and causes small wonderment as teachers' salaries due were $2,500; and contractors were holding bills for $2,224.25 when the treasurer could show only $3,958 to his credit.

FARQUHAR'S FIRST ANNUAL REPORT TO THE PEOPLE

The story of this first year of the Montgomery County Public Schools was well told by the First Annual Report of its President, William H. Farquhar:

> . . . The People of Montgomery County are the parties interested; they are entitled to all the information on this subject which we can communicate; and with them rests the whole question of the permanent success, or the decay and abandonment of the system. . . .
>
> We readily admit the many imperfections which you will discover there. Measured by the magnitude of the field of labor and the amount of work urgently required to be done——not to speak of the anticipations of over sanguine people——the exhibit of our actual operations during the past year, may appear sufficiently meager. But while the view from that side of the question may be unsatisfactory, we ask you to look on the other side. Remember the actual condition in which the public schools and school-houses of our county have hitherto existed; look at the limited means in proportion to the work to be done, with which we had to operate; consider the difficulties that attend the introduction of every new system; the conflict with 'vested rights'; the inevitable opposition from various sources that need not be particularized;——and you will scarcely expect to find that we have made or attempted in the first year any thing more than a beginning of a great and salutary revolution.
>
> We have had an average number of one thousand and seventy-four pupils attending our schools, during the past year who have been taught at an expense of eight dollars and ten cents for each. By the returns of the last census we find there are about three thousand white persons in the county within the school going age. But as it is seldom desired to send all the youth of a family to school at one time, there must be a considerable deduction made, in order to find the number of scholars for whom full provision should be made in the Public Schools. In this way, it will be seen that there are a little over two thousand pupils to provide for and with the arrangements now making for school-houses and schools, we may reasonably look to accomplish, within a brief period, the great end of making provision of the means of education for all, without bearing too heavily on the tax payers of the county.
>
> We now submit a statement of the operations of the Board in the way of establishing schools, and erecting school buildings; in procuring teachers, and in the supervision of schools; accompanying the statement with some remarks in regard to the suspension of the schools——the tuition fee——and amendments to the law. We shall then invite your attention to the Treasurer's report, wherein people may see what has been done with their money; and shall conclude with a few brief general observations.

OPERATIONS OF THE BOARD

The law establishing the public schools in Montgomery County was passed in February, 1860, and its last section enacts that 'it shall take effect from and after the date of its passage.' This was clearly an impracticable provision, as the Board was unable to organize until the 17th of April of the same year. And it was then found that the preparations required for putting the new system into operation, were such as to render necessary a delay in starting it up for a period of three months. In the meantime the Board were authorized by section six of the act, to continue providing for the instruction of such as required aid, and thus to keep up the schools that depended principally on the donation from the State.

The District Commissioners appointed to lay off the school districts and to attend to the construction of school houses, proceeded at once to their work in four districts of the county; but in the first election district, there was considerable delay occasioned by the difficulty in finding persons willing to serve in that responsible capacity. On the 17th of July, (there being vacation the first two weeks of that month) a commencement was made, and thirty schools were started into operation under the new system, in such of the old houses as could be prepared for that purpose. These houses were insufficient in number, often wrongly located, and generally very imperfect in construction and internal arrangement. In fact, many of them were poor log huts, destitute of suitable desks, seats, and other school furniture, and totally unfit to be the place where the mind of youth is to receive successfully the elevating and refining influences of true education.

SCHOOL HOUSES

In this view of the absolute necessity of better buildings and improved arrangements, the authority to construct new school houses, was considered to be one of the main features of the new law. And the Board feel a gratification in being able to point to what has been done and is still doing in that way; they feel a sustaining confidence, if no other benefit arises from the system, that the neat and commodious school houses, with the improved furniture therein contained, which they mean to leave distributed in different sections of the county, will remain a monument to the beneficent intentions of the law.

In the first election district, four new school houses have been finished. In them, as well as in the commodious house near Hawlings' River Church, which is under the supervision of the Board, suitable desks with seats having backs, are provided.

In the second district, only one new school house was considered necessary at the present time. Repairs have been made to others; and that indispensable auxiliary to every judicious teacher, the blackboard, furnished to each school.

In the third district, three houses have been built, and one soon to be commenced.

In the fourth district, there are four new houses, and one more contracted for.

In the fifth district, three new houses finished, and two let to contract;—making fifteen that have been built during the year in the county.

TEACHERS

. . . Whatever else may be present, or be wanting, there can be no good school without a good teacher. Owing doubtless to the fact that the people are aware of the translucent importance of this consideration, it is generally found to be the point in regard to which it is most difficult to give them entire satisfaction. It is a principal [sic], however, which is very generally understood that the quality of an article is in proportion to the price you pay for it. And it can hardly be expected that all the varied qualifications desirable in a teacher, can be secured for a sum not exceeding three hundred dollars per annum. While this is the greatest annual amount that can be paid out of the public fund to one teacher, any neighborhood, which is so disposed may raise an additional sum, and thus procure the service of an instructor as highly accomplished as is desired. It should be borne in mind also, that the salary allowed by our law exceeds the average amount paid to teachers of primary schools in most of the states where they are established. Another advantage which will be found to attach to our new law, is, that the Board will possess increasing facilities in procuring teachers, as the system progresses and becomes known.

It has been found difficult to conduct the examination to teachers in a manner altogether satisfactory; and experience has suggested a change in this particular, by which their attainments in different branches will be better discovered and more distinctly set forth in their certificates. In view of the probable necessity of a more thorough examination in the future, the certificates heretofore given, are limited to stating that the individual named, is qualified to teach 'at this time' in the Public Schools of the county.

SUPERVISION OF SCHOOLS

. . . . The official visitor to a school, who takes a genuine interest in its proceedings, who attends to the supply of its essential wants, who encourages the exertion of teacher and scholars and stimulates them to increased faithfulness and punctuality, who endeavors to import into one school useful ideas and suggestions obtained in another, and thus keep up a sort of communication between them, is enabled to become a central power around which the system can harmoniously revolve. Time and some special qualifications will of course be required in order to realize this idea perfectly; but a share of these advantages is certainly contemplated in the law, as attending its proper administration.

We cannot forbear reminding you, however, that the best supervisors which schools can have, are the intelligent parents who are willing to spare a small portion of their time to regular personal inspection of the school exercises wherein their own children perform a part. Go and see for yourselves how your money is laid out, and how much your children profit from it!

SUSPENSION OF THE SCHOOLS

Our Public Schools are sustained by a donation from the State, and tax levied on the assessable property of the county, (beside the tuition fee of one dollar per quarter). Under the law, this tax must not exceed twenty cents, nor fall short of ten cents on the hundred dollars. For the year expiring the first of the present month of July, the Board of School Commissioners, in the discretion allowed them by law, estimated that a levy of fifteen cents on the hundred dollars, in addition to the fund from the State, and the tuition fee, would be required to carry on forty schools in the county, and erect the houses which were most needed. It was thought best to set the system to work gradually, and supply deficiencies as it moved along. Before the end of the year, a greater number of schools were put in operation and a larger number of houses built than had been allowed for in the estimate.

In the meantime, the present extraordinary rearrangement in the affairs of the country became an obstacle in the collection of the tax. As will be seen by one of the annexed tables in the report of the Treasurer, a considerable portion of the levy of last year remains unpaid. The Board could not dispense with the erection of new buildings. If teachers were employed, they must receive their salaries. Under these circumstances, in order to ensure the means to fulfill necessary obligations, and with a view to lessen the burdens of the people in the present crisis by making the levy for the current year as moderate as practicable, it has been deemed advisable to suspend the schools for the quarter, from the middle of July to the first of next October. By a reference to the reports which we have been able to get, of the proceedings of the Public Schools in a number of the States of the Union, we have found that an average of six months tuition in the year is all that is generally sustained or attempted. In very few cases have the schools been kept up the whole year.

Nor do we think that very much is lost by dropping them during these three hot months. A regular attendance for nine months will advance the scholar in his learning, much faster than the nominal but interrupted attendance for the whole year, which the record of our schools so generally exhibits. Some of your Board would prefer that their own children should attend school only nine months in the year; even at the same cost. Depend upon it, fellow parents, it is a great mistake to suppose that it is with learning, as with mauling rails——the more hours the more rails——but the amount of valuable learning acquired by children at school is not in proportion to the number of hours in a day, and the number of days in a year, during which they sit cramped up at their desks.

THE TUITION FEE

No feature in our new law has given more perplexity to the commissioners, more trouble to the teachers, and more dissatisfaction to some of the parents, than that which required a payment of one dollar per quarter for every scholar. 'Do you call that a free school system?' is the enquiry made by many persons. 'It is harder on me than the old system,' is the exclamation of others. But the difficulty arises from not understanding the true character of the provision. We regard it, and it is so considered in other parts of our own State where the same law prevails, as a most important and essential provision. It raises a considerable fund which diminishes the burden of taxation just to that extent; and it throws a part of the expense of supporting the schools on those who are directly interested, somewhat in proportion to the benefit they receive, without laying a burden which can be seriously felt by any; except a few, whom the commissioners may, in their discretion, relieve from the payment of the fee. A curious fact has been pointed out, which is interesting and suggestive; viz., that the records of the teachers show a decidedly better attendance of the paying pupils than of the free pupils. Pay your dollar cheerfully, and your children will receive more benefit, and the schools will be readily supported. This one dollar fee is like the reel on your reapers, cumbrous and troublesome——but the machine won't work well without it.

AMENDMENTS TO THE LAW

. . . Books and stationery, for instance, should be furnished to the schools, in a way to introduce into them all a uniform set of the most improved works. But we defer the discussion of the amendments we might have to propose until the proper time for their consideration shall arrive.

CIVIL WAR DISRUPTIONS

The Civil War had begun its disruption of Montgomery County, and within four years the breakdown was almost complete. One teacher requested and received his pay in Virginia funds. Another had his school interrupted and broken up by the U.S. Army. On January 8, 1862, the Board "President requested the Commissioners of the 3rd and 4th Districts to ascertain as near as practicable, the amount of injury and loss sustained from the Government Soldiers, to the School Houses and furniture in their districts, with a view to obtaining compensation therefor." The discussion with the War Department dragged on for several years before some small settlement was made.

The disturbances in Montgomery County incident to the outbreak of the Civil War had political as well as economic repercussions. The political impact was statewide. The legislature was disrupted with many members being under military arrest. Pro-Southern and pro-Northern passions boiled as hotly in Montgomery as anywhere in the nation. Out of this came chapter 275 of the *1862 Laws of Maryland*, amending the school law of two years before by authorizing the County Commissioners to appoint the Board of School Commissioners. Other changes were to limit the schools to a maximum tax rate of 10 cents per $100 on assessable property. Members' salaries were reduced by $1 per diem, and pupils were to pay $2 per quarter instead of $1. A treasurer was to be appointed who could not be a member of the Board. The editor of the *Sentinel*, who was so strongly pro-Southern that he later was jailed at Fort McHenry, published a news item in 1862:

> On the 29th of March, without authority of law, our patriotic County Commissioners undertook to nominate a partizan Board of School Commissioners . . . thereby showing their wish to prostitute that wise measure of public usefulness to political partizan end.

Minutes of the Board show that there were political and legal differences of opinion regarding the "partizan" School Board:

> June 2, 1862---The written opinion of Judge Tuck was read by Mr. Carter, in which it was declared that, according to the judgment of that learned gentleman, the Supplementary School Law of 1862 is altogether inoperative until March '64; and that in the meantime the Commissioners appointed by the Orphans Court hold all the powers vested in them by the law of 1860---The County Commissioners being bound to levy under the original act.

On June 27, 1862, the *Sentinel* published a long letter over the signature of "Cracklin," presenting the story of where the blame should be laid for the school difficulties:

> It is known to the people of this State and county, that the Legislature of the State of Maryland have, for the past thirty years, been directing their attention to the subject of public schools throughout the State, in endeavoring to establish a General School System. Failing to agree upon any general law, by which a uniform system could be established, *ad interim,** most of the counties obtained, through instructions given to their respective representatives, special laws for the better encouragement and support of these institutions, adapted to their wants, conditions and ability---thus making it, at this late period, impracticable, as well as impossible, to obtain a general law.

> In accordance with the provisions of the law, the members of the board were duly qualified, and entered upon their arduous and responsible duties. I say arduous, because of the fact of

---

*Meanwhile

having to attend to the erection of school-houses throughout the county; the examination of teachers; prescribing the course of study, and the organization of the schools, was no little task, and accompanied with no little labor. The sum expended (as per report of the school commissioners) for the first year, in the construction of school-houses was $3,861.28; the total number of schools, 42; the amount paid school teachers, $7,614.12; the number of scholars attending school, 1,342; thus giving unmistakable evidence of the good result under this new system, and strongly indicating its ultimate and complete success, as well as realizing the fondest anticipations of the framers of the law. Indeed, from all parts of the county, the schools met with great encouragement, and support, as well as receiving the unqualified endorsement of the Board of School Commissioners.

It is true, that the bill, on account of the amount of taxation, did meet with some determined objection in one section of the county; but I understand that, under the good results of the law, the objections——except with some few persons——have been removed.

But it seems to have been destined that this law should not long continue to spread its good results throughout the county, nor, for any length of time, escape the touch of political tad-poles, who always infest dirty water, or even from the iron grasp of the gigantic minds of would-be statesmen, or a retired ex-Judge.

Mr. Dunlop, a member of the last Legislature, 'solitary and alone,' (for Bowie Davis, Esq., denies, I understand, having any complicity in the matter), anxious to engraft upon the annals of legislative proceedings some relic, as the mark of the occasional entrance of a great man into that honorable body, conceived the statesman-like idea that this law should be changed, and, consequently, reports a bill to that effect. In looking over this bill of Mr. Dunlop, I see it limits the amount of taxation to ten per cent, instead of 20, as under the law of 1860. To this change I have no particular objection, if it will meet the requirements of the board in carrying on the schools. The next change sought, is to prevent any one member of the Board of School Commissioners from acting as treasurer of said board. I cannot see what reason he can assign for this change, unless it is to create an additional office for his old friend, the present clerk of the county commissioners. The next and last change is, to take the power of appointment from the Orphans' Court, and give the same to the county commissioners. Now, why not be satisfied with the reduction of taxation and creation of an additional office, and leave the power of appointment in whom it was already invested? No; this was not what he desired, as I will presently show.

Now, the time of appointment, under the new law, was to be the first Tuesday after the first Monday in March, and every two years thereafter. Unfortunately, for Mr. Dunlop, just at this period his 'Vaulting ambition o'erleaps itself, and falls upon the other side'; for, in his zeal in drafting the bill, he designates the time for appointment to be made prior to the passage of the bill——he neglects the repealing clause, as well as to add, 'this act shall take effect from and after the date of its passage.' It is true, that this last clause is not essential to the validity of the bill, but unless embodied within the same, will prevent it from going into force before the first day of June. In other words, the Constitution has declared, Art. 3d, Section 31. 'No law passed by the General Assembly shall take effect until the first day of June next, after the session at which it may be passed, unless it be otherwise expressly declared therein.' Glancing at the time mentioned, and the promptness with which the commissioners acted, I am warranted in the assertion, that he did intend the bill should take effect upon its passage; but he overlooks all these precautionary matters, and, in his glory and fancied security, returns to his constituents and political playmates, if not with a copy of the bill in his pocket, at least, with its language and purport in his tongue. One word as to the motives which prompted him to make these changes in the law. Was the question of taxation the leading cause? Let us see. The first levy the school commissioners required, was 15 per cent. This is a heavy tax, we admit; but it is known that the first year was the most expensive one——school-houses had to be erected and sites purchased for the same; the expenses of the commissioners, who divided the county into school districts had to be met, etc. The second year they ask for 12 per cent——a reduction of three per cent; this year for ten per cent——a further reduction of two per cent.——thus coming within the very purview of Mr. Dunlop's law; and since he has placed the ultimatum of taxation at ten per cent, it is to be supposed he has no objection if the amount required falls to that standard. I think I have met the cause of objection to the law of 1860, in this respect. As to the second, 'that no member of the board should act as treasurer of the same,' is of little importance. I suppose, however, some hungry friend was promised office for 'services rendered,' and this was done to meet his case. I come now to the last objection——the taking of the appointment from the Orphan's court, and giving the same to the county commissioners. Why this change? Is it to be supposed that the gentlemen who constitute the Orphan's court——men of character and standing——would so grossly misrepresent the trust imposed, as to appoint persons not fitted for the duties required by law. I say no; and do charge, that Mr. Dunlop's objections to the Orphan's court and Board of School Commissioners, was on' account of the political complexion of these two bodies, and none other; and this was the very motive that induced him to bring about any change in the school system. Let him deny it. I will now leave the honorable member to enjoy his *'optium cum dignitate,'** with the privilege of a parting word in the conclusion of this article.

The county commissioners are called together; new and more responsible duties have been imposed upon them since their last meeting; a copy of the new law, through their energetic clerk, was obtained, and, on assembling, they take into consideration the same. It was urged that they had no power to make the appointment, since there was no provision in the bill as to the time when it should go into force, and that therefore, the bill did not go into effect before the 1st. day of June. The opinion of their attorney was asked; and in the very teeth and letter of the Constitution, he gave it as his opinion, that they had the power at that very time to make the appointment. I am prepared to prove this assertion! The commissioners, in accordance with their attorney's opinion, did make the appointment. The appointees, before qualifying, read the law, and decided that the commissioners had no power to make the appointment before the 1st. day of June——thus ignoring the opinion of the learned attorney; and well they might, for any young man, in the first quarter of his professional tutelage, would be ashamed to give such an opinion.

In the meantime, and prior to the meeting of the Commissioners' Court, on the 16th. of the present month, the Board of School Commissioners, as appointed by the Orphans' court, feeling satisfied of the utter illegality of the late law, concluded and did obtain the opinion of one of the most distinguished lawyers of the State——a gentleman who has garnered his experience not only from a full practice in the profession of the law, but from ten long years as Judge on the bench of the Court of Appeals of Maryland, which opinion declares the law absolutely null and void, and the law of 1862 in full force and power.

Upon the faith imposed in this opinion, the school commissioners made application to the county commissioners, at their last meeting, for a levy of ten per cent on the hundred dollars for the support of the public schools, within said county. They refused to make the levy.† In other words, saying to the honest poor man, educate your own children; we will no longer foster these institutions by levying a tax on the people; we repudiate the very idea——we refuse

---

***Leisure with dignity**

> to obey the mandates of the law. And thus, the custodian of the interest of Montgomery County, made such by legislative enactment and the will of the people, by this high-handed outrage, have struck a paralyzing blow at the very foundation of all society, for, if we would keep pure the streams which form society, we must elevate the minds and morals of the masses of the people; and cold and selfish, indeed, must be the heart of the man who, from prejudice or other causes, would obstruct these little pathways to the formation of honesty of character and purpose, and the cultivation of the mind and soul.
>
> In conclusion, I would ask, who is to blame for the present unfortunate condition of things——the closing of the doors of the public schools in the county? That the commissioners are, in refusing to make the levy, I have already charged; but the howling indignation of a grossly misrepresented people will knock the loudest and longest at the door of the man who first conceived the idea——the Honorable Member of the last Legislature. God save us from any more such legislation, and from the clutches of all such great men! I shall probably have more to say on this subject in a future communication.
>
> †The abolition organ of your place is my authority for this latter statement.
>
> [Signed]
> Cracklin

The County Commissioners did not levy even the requested 10-cent rate for schools, so they were closed at the end of the fall term in 1862. At this time, schools were operated on a four-term basis, being referred to as fall, winter, spring, and summer quarters. Usually only very young children attended the summer session when weather was fine and they could walk the dry roadways. In the winter with bad weather, little farm work to be done, and frozen or muddy roads, only larger boys and the hardy girls attended classes. In many cases, two different teachers "held" the school. A man of good physical condition seemed better for the fall and winter terms, but while he worked on his own or a neighbor's farm, a young woman would try the spring and summer sessions. If she developed enough capability in discipline, she might be retained for a full year.

War-time disturbances upset more than the tax rate. The new school in Rockville was commandeered by the U.S. Army, and a room in the village was rented for a temporary school in September, 1863. Board members appeared and left. At only one meeting, the secretary listed all five members:

> Present Lansdale, Sellman, Darby, Carter and Farquhar.

Several schools——not named in the minutes here——were damaged by the military. Later, in 1865, they were listed as Quince Orchard, Monocacy, Poolesville, Darcey's Store (Bethesda), Barnesville, Cabin John, Mitchell's X Roads (Wheaton), Darnestown, and Rockville. Mr. Farquhar obtained a statement from Secretary of War Stanton that he would turn over "any government property in the county sufficient to make proper compensation" for such damages listed to amount to $1,473.84. In February, 1866, sales of government buildings realized $1,345 for the school board. The Rockville school had been repaired at a cost of $100 in time for the opening of classes there in September, 1864.

As of April 4, 1864, a whole new Board, authorized by a new legislative act, assumed office. One member was named from each election district: First, James Williams; second, Philip G. Griffith; third, Joseph C. White; fourth, N. D. Offutt; and fifth, Charles Abert, who was chosen president. Joshua Dorsey was named treasurer by this Board. They found schools in the whole third district disorganized and moved to get them going "as soon as possible." Teachers were forbidden to be present at any sitting of the Board unless called in to make an explanation. Teacher examinations were very fully reported. These were held "in the presence of the whole Board and some visitors. Questions in Arithmetic, Geography, and Grammar were prepared and given orally, and answered in writing. A few questions were propounded orally by Mr. Prettyman, and so answered. An examination in reading was then had."

A month later only three young ladies were listed as having received teacher's certificates. One name was not recommended, and two who were not recommended but had been teaching satisfactorily were retained rather than close their schools "and deprive the children of the restraints from idleness and such measures of education as now afforded."

The Board requested a 10-cent tax levy which was made, but funds were not sufficient to meet the bills. Teachers' salaries due were $2,319.52, but the treasurer had only $1,800; so the amount was distributed among Board members to meet the most pressing needs of teachers in their respective districts. The new constitution and resulting law having set up a wholly new Board, the short-lived Abert group met three times, once even after its official death, in efforts to settle the accounts. They reported $1,923.35 still due from tax collectors as the cause of the problem.

The new Board under the much debated constitution of 1865 with Unionists firmly in control of state and local politics, met on July 11, 1865, and chose William H. Farquhar to preside with the other members Charles Abert, John T. DeSellum, and Frederick A. Dawson. Richard M. Williams was selected to be secretary and treasurer. Daniel T. White had been named to this Board but declined to serve on the grounds of poor health, and John N. Soper received the appointment. The first official act of this Board was to request a 10-cent tax rate. School districts were surveyed and boundaries established. The Board president was to be paid $800 annually while other members received a per diem of $3 and mileage not to exceed $100 each. The treasurer's salary was fixed at $300. Teachers were paid $75 a quarter-year for 15 or fewer pupils, plus $2 for each pupil between 25 and 35, plus $1 for each between 35 and 60; but pupils must attend at least half of the days in a quarter to be counted for salary purposes.

This salary rule was soon amended:

> And in estimating the number of scholars per quarter for each teacher only those shall be counted as full scholars who attended more than half the quarter——the number of days attendance of all scholars attending less than half the quarter shall be added, the aggregate divided by the actual number of days in the quarter and the result shall be the number of full scholars for which the teacher shall be credited for scholars attending less than half the quarter.

PAYROLL, 1865

Staffing the schools was a problem. The state superintendent advised the Board to issue temporary permits to teachers so that schools could resume their exercises; but examinations must be completed, with no time being specified. The first two-teacher school appears with the naming of a young man to assist his sister at Rockville. The first payroll listed 32 schools, but only by teachers' names and election districts:

First and Fifth Districts	
George Hinkly (not complete report)	$
Lloyd L. Watson	92.20
Mary Z. Briggs	71.44
William H. Briggs	69.90
Mary E. Stone	56.50
William Rich	104.41
John Harkins	89.85
Bell [sic] Coar	101.15
Clara Hobbs	25.00

Second District	
Lucinda J. Hurley	84.60
James E. Gibbons	26.55
George W. Johnson	39.08
Eliza M. Wade	73.17
James B. Henderson	68.44
John J. Belt	63.35
Harrison D. Darby	82.68
Luther M. Watkins	59.72

Third District	
Henry C. Hickerson	$ 25.35
E. Harvey Dickerson	104.00
Augusta S. Hays	111.00
William B. Morris	95.00
Miss S. M. Musser	75.00
Miss Alice Metzger	154.00
Miss Eleanor F. Matthews	80.00

Fourth District	
William R. Fulks	80.05
Joseph R. Keene	61.00
Joel Hines	61.10
William A. Slaymaker	118.35
Alice Darby	81.70
Fannie B. Hungerford (Including asst.)	137.55
Luther J. Clagett	108.50
William Saunders	101.00

This Board authorized building three schools in Clarksburg district, two in Medley's, and two in Rockville. Another was to be located near the residence of Samuel W. Magruder and taught by Miss America Magruder "should she prove competent on examination." Pupils over 19 years old might attend school "upon any terms they might make with the teachers thereof." The second payroll listed 38 teachers with many changes in personnel:

First District	
John Harkins	$ 90.55
Mary Z. Briggs	76.92
Mary M. Stevens	59.61
P. R. Oates	24.60
Caroline Hobbs	59.44
John C. Parker	67.32

Second District	
James E. Gibbons	65.29
George W. Johnson	71.96
George W. Israel	8.56
Eliza M. Wade	82.22
James B. Henderson	61.44
John S. Belt (No report)	
Harrison Darby	37.65
Luther M. Watkins	88.31
Lucinda J. Hurley	50.88

Third District	
Adelaide E. Dawson	41.20
Henry C. Hickerson	89.05
E. Harry Dickerson	89.69
Alice A. Metzger	104.15
Elen F. Matthews	81.00

Fourth District	
Joseph R. Keene	$ 87.00
America Magruder	95.06
William Saunders	109.60
Fannie B. Hungerford	123.14
Luther S. Clagett	101.88
Alice Darby	69.18
Joel Hine	92.74
Mercy A. Griffin	129.56
William R. Fulks	85.26

Fifth District	
George Hinkley	84.95
Mary E. Stone	76.60
Lydia L. Watson	82.26
Maggie Brunett	98.19
Elizabeth A. Coburn	63.69
Sherman Williams	86.93
William Rich	98.21
Bell [sic] Coar	82.63
William H. Briggs	81.82

The County Commissioners again refused to make a levy for schools; so only three, quarter sessions were kept open, and schools applying to be taken into the system had to be refused. When the Commissioners refused to levy for 1866, the School Board resolved that it was inexpedient to take legal steps. They went to a bank in Georgetown and borrowed $2,000, secured by a draft on the state treasurer for funds due in the future. There was no bank in Montgomery County until about 15 years* later. New schools were constructed with community help in Dawsonville and at Bailey's just west of Rockville. Sandy Spring school received a greatly needed addition with a Board appropriation of $250. Maps and globes were to be furnished schools if people in the vicinity contributed half the cost.

Finances and public relations continued to cause the Board much trouble. There was another loan from the bank, this time for $4,500. The State Board of Education held a hearing which caused the minutes to be recorded:

> Whereas, misunderstandings and consequent dissatisfaction have arisen in the minds of some citizens of the County in reference to certain acts of the Public School Commissioners, which misunderstandings we believe may have originated in part from an ignorance of the true character of the Commissioners, and partly from an ignorance of the school law. And whereas, certain charges have been preferred to the State Board of Education against this Board which were duly investigated but not a point therein sustained. And whereas, private discussion on the acts and charge aforesaid, may in the absence of facts, cause opinions to be formed prejudicial to the character of said school Commissioners, and distrust be excited against the School System, therefore,
>
> *Resolved,* That the citizens of the county be and they are hereby invited to appoint within the next thirty days a Committee of any three fair minded men and intelligent citizens, not connected with the charges aforesaid, to examine the books and accounts of the Treasurer of this Board, and any other matters connected with the duties of the said Board of School Commissioners which they may desire to enquire into, and to publish the result of their investigation.

Desperation over finances was shown on November 19, 1867, when:

> A circular addressed to all the teachers of free public schools in the County, exhibiting to them the exact condition of the financial affairs of the Board, and informing them of the manifest inability of said Board to insure compensation to them longer than the middle of the Winter term which ends on the 31st day of January 1868, and leaving it optional with them as to whether they will close their schools in the middle of said term, or continue them and rely upon the General Assembly of Maryland, and the provisions of the new School System which is to supersede the present one, for further compensation.

Again on February 1, 1868, about three-fifths of teachers' salaries, then due, were to be paid, but:

> Inasmuch as George W. Israel, a teacher in the second district, has a large family to support, and has uniformly discharged his duties with zeal and fidelity, and should he not be paid the whole of his salary he will be subjected to considerable inconvenience, he, the said George W. Israel shall receive the whole of his salary.

---

*Montgomery County National was the first bank in the county.

Finally, this Board on April 21, 1868, being unable to pay the teachers' accounts, approved them for payment and reported them to the new Board about to be appointed "for such action as they may deem just and proper." Then after eulogizing their presiding officer, they adjourned *sine die.*

FARQUHAR'S FIRST REPORT TO THE STATE BOARD OF EDUCATION

The report to the State Board of Education deserves a full quotation for any who want to understand the struggle of this Board:

> I have received your letter of the 1st December, asking certain statistical information in regard to the condition of the Public Schools in our county, and suggesting the following topics to which replies should necessarily be directed.
>
> First, the condition of the Public Schools under the old local law; by what funds supported, and what degree of efficiency the schools attained.
>
> I find that the most complete answers which it is my power to make, to these interrogatories, are contained in the two Annual Reports which it was my duty to make, for the years ending June 30th, 1861, and 1862. Although very willing to save you the trouble, by making a summary of these small pamphlets, it seems better, on reflection, to place the whole in your hands. The reports are brief, and so divided, that you can readily select information upon the points you may desire to have laid before you.
>
> You will find from these Reports that a very good Local School Law was made for our County in 1860, and a system not very dissimilar to the present, was inaugurated, and carried on for a year with tolerable success. But in the following year, the working features of this system were crippled effectually by an amendment of the law which took away our funds, as shown in the Report of 1862. The School system dragged along from that time, but never recovered from the blow thus dealt.
>
> Our experience thus affords strong evidence in favor of the necessity of a general State law, that protects the schools from hasty local legislation. It is my full conviction that if no obstruction had been thrown by the Legislature in the way of our operations commenced in 1860, we should have a much more favorable report to make of the schools for the quarter ending November 15, 1865.
>
> This is the next point of inquiry. The number of pupils who attended school shows boys 544, and girls 481, total 1,025. Aggregate paid for salaries of teachers, $2,720. Incidental expenses (about) $150. Number of schools in operation thirty-five.
>
> Our Board adopted the 'Sliding Scale' in fixing Teacher's salaries, beginning with a minimum of $75 per quarter, for fifteen scholars and under, and increasing by the rule laid down in the By-Laws, that is, adding $2 per pupil from fifteen to twenty-five, $1.50 from twenty-five to thirty-five, $1 from thirty-five to sixty; but we agreed, with the view of making the salary of the teacher as good as can be at present, and at the same offering a premium for his promoting attendance, to count as *full pupils* all who attend *more than half* the number of days in the quarter; and, of those who attend less than half that number, we add up their day's attendance, and divide by the whole number of days in the quarter, and carry the quotient to the number first named. This seems somewhat complicated, but it serves to promote attendance, and swells the teacher's salary, always too little for a good teacher.

The five School Commissioners, comprising our Board, agreed to receive and distribute the new books among the teachers. This plan involves considerable labor, but it has important advantages. We all have vehicles, while the teachers have none. Besides, by taking the books in person, the Commissioner can urge with more effect than the teacher, the importance of their general diffusion, can explain the low terms on which they may be purchased. &c. Probably, when the schools are once well supplied, it may be left to the Secretary of the Board to take the entire charge of distributing books.

Under this head, I may remark that the new books take very well in some schools, and go off slowly in others. The return of sales made to me during the first two weeks after being distributed, varied from $1.68 to $33. On the whole, it is my impression that they are being introduced in our County, quite as fast as they could be reasonably expected. Parents feel aggrieved at first, that they should be required to throw away the old school books, so that the substitution must be a work of time.

But if we escape the *misfortune* of a selection of different books by a differently constituted State Board, I think it will not be long before a most desirable object will be accomplished in the use by all the Public Schools of a uniform series of Text Books. Already I see a beneficent change being worked in this way, especially in the less favored parts of the county.

'How long,' you inquire, 'will you be able to continue the schools with the present income?'

It is known to you that the section of our present School Law, which was devised for the object of continuing the local school appropriation until 1867, was disregarded by the Commissioners of Montgomery County. Consequently that source of income so necessary to build and furnish new school houses, is cut from us. We will, therefore, be unable to continue the schools during the entire year. From present appearances, they will be closed at the end of the third quarter, the 15th of April. We are enabled to extend the session to that time, through the occurrence of several favorable circumstances—the principal one being, that by the operation of the *just* and *beneficent* system of the distribution of the funds from the State Tax, adopted in our School Law, our *comparatively poor county* receives help from its more favored sisters.

In reply to your inquiry in regard to the zeal of our people in sustaining the Public School system, and also their actual status in regard to general intelligence, I have to say, that the majority do not appear zealous in the cause. In fact there exists a great degree of apathy. It has not taken hold of them in the right way as yet. But there are some pretty good reasons for this lack of interest. They have tried several different school systems, and they complain with some show of truth, that the beneficial results visible so far are scarcely in proportion to the expenses incurred. It is stated in the First Annual Report, herewith sent you (p. 15) that there were 450 white people in the county, in the year 1860, above the age of 20, who could not read and write. The fact of existence of such deep darkness, in our midst, ought to stimulate us to the most vigorous efforts to remove it, and I believe it will.

Our people have suffered much in their property from the late fearful civil strife, and still more in their mind and feelings. But a brighter day is coming—and the dawn is distinctly visible—light is dispersing the mists. Slowly, however.

In conclusion, as you ask me to state my opinion of the School Law, I can say with some confidence, that the more I have examined it and the farther I have seen it tried, the higher is

> my opinion of it, as a good working system, well adapted to the wants of the people of Maryland.
>
> Improvements to the machine I am not prepared to suggest––should be shy of suggesting––until I have seen it running some time longer. You have added a feature in the By-Laws, which in my judgment will be very beneficial, in providing for the appointment of a School Visitor, or local trustee. Great care should be taken to select the right man for the post; I could wish there had been a printed commission made out for the appointee, just to give more show of importance to it.
>
> I think the School Law is good; but must add that one of its most *essential* provisions is not yet put into operation. I refer to that for establishing a Normal School. Without such an institution, I do not see where or how we are to find competent teachers. Without competent teachers (and they are very rare) the best system must prove a failure. It is absolutely true for Schools, that
>
> 'The forms of government let fools contest
> That which is best administered is best.'
>
> Do give us a Normal School.
>
> I am &c., &c., &c., yours,
> William H. Farquhar
>
> P.S. To give more definite answer to your query about the condition of our school houses, I would say among the 45 there are (in round numbers)
> 10 miserably bad, furniture ditto,
> 10 bad, furniture ditto,
> 10 indifferent, furniture ditto,
> 10 pretty fair, 'considering,' furniture ditto.

In the *First Annual Report of the State Superintendent of Public Instruction,* Mr. Farquhar is quoted on "Private Schools in Montgomery County":

> The number of pupils in Private Schools, when no longer receiving public support, was considerably less than one-fourth the average attendance during the regular school terms. There are no colleges in this county. Nothing has been done as yet toward organizing a County High School. There are two Academies receiving State donations to the aggregate amount of $1,400 yearly. This would seem to afford a basis for founding a High School, but it is believed that the condition of the public mind is not yet sufficiently favorable toward Public Schools to render the immediate establishment of a High School a judicious measure. It need not be long delayed, in case the policy of the State, in its relation to the Public School system, remains unchanged.
>
> The efforts of the School Board to procure a local or county school tax, have altogether failed of success. We have consequently been compelled to suspend the schools at the expiration of the Spring term; and the important work of building and repairing school houses has not gone on as it should have done. The citizens have lent some aid to this work in several sections of the county. Considerable improvements have been effected, while much remains to be done. Finally, we have already shared in the benefits of the State Normal School, and other

> candidates are preparing to avail themselves of its beneficent assistance in qualifying teachers for their responsible position.

Also in this first report are some statistics regarding Montgomery County:

Number of schools	39
Number of teachers	40
Number of pupils, average daily	1,334
Number of different pupils	2,000
Teachers' salaries	$10,403.84
Incidental expenses	448.36
Rent paid	12.00
Total cost of schools	10,864.20
Average cost per pupil	8.14
Capital costs	3,528.16
Estimated value of the schools (buildings, land and furniture)	19,200.00

FARQUHAR'S SECOND REPORT TO THE STATE DEPARTMENT

The full report from Montgomery County in the *Second Annual Report to the State Department of Education* also seems worthy of a quote:

> It seems proper that, in making out my official report of the condition of the Public Schools in this county, I should also present a comparative view, by which a fair estimate can be made of the actual working of the system under which we have been acting.
>
> I am satisfied that the people of our county will insist upon the continuance of a Public School System. It is their wish, as it is their interest, to have the *best.* In order to secure this object, the future arrangement, if wisely designed, must be based on facts brought to light in the past. Whatever has been proved valuable by the test of experience should be retained, and made the foundation on which the other structures are to be erected.
>
> Believing that these principles will be readily admitted by all who are entitled to act and judge upon the vital question of public instruction, I proceed to show what has been done hitherto in this county, by presenting statements drawn from the four several reports of the President of our School Board, being the only documents of the kind that have been published. The first two reports were made under the old school law, and for the years ending June 30, 1861, and June 30, 1862. The other two are for the years ending June 30, 1866, and June 30, 1867.
>
> The results are best presented in tabular form.

	1861	1862	1866	1867
Total No. of Teachers	42	42	42	43
Total No. of Men Teachers	29	32	23	22
Total No. of Women Teachers	13	10	19	21

	1861	1862	1866	1867
Amount paid teachers	$10,003	$8,273*	$10,403*	$16,589
Amount of incidental expenses	$361	$420	$448	$690
Average salary of teachers per annum	$288	$280	$347	$400
No. New school-houses built	15	4	5	1
Cost of school-houses, building, repairing, and furnishing	$3,861	$1,960	$3,528	$3,993
Total No. of scholars	1,074	1,140	1,334	1,569

*It should be noted that in the years 1862 and 1866, the schools were kept open only three terms; in 1861 and 1867, four terms.

SCHOOL HOUSES

The building, repairing, and furnishing of school-houses will be found in every administration of Public Schools the first object demanding attention. When the law for Primary Schools in Montgomery County first went into operation in 1860, it was found that the county was in a very destitute condition as regarded school buildings. To supply this deficiency, nineteen houses were erected in the course of the first two years. The cost of each, as fixed by law, was not to exceed $300. Of course, the buildings were small and imperfectly adapted to the purpose, though still a great educational improvement.

Nothing further was done in this way until the present system went into effect. By this time the cost of building had greatly increased. The Board resolved on having better and larger structures, and being compelled in some cases to pay an unreasonable price for the land, they expended in building six new houses, in enlarging and repairing the old ones, and in procuring decent school furniture, the amount shown in the above table. It should be remembered also, that in these expenses, is included an amount sufficient to build a new house, which was expanded on the town hall in Poolesville, since consumed by fire. The building expenses set down for the year ending June 30, 1867, included the cost of finishing and furnishing several of the houses erected the preceding year.

The Board has done all that was in their power to supply the several sections of the county that were most in need of school-houses, but there still remain a few cases unprovided for, especially in the second and fourth districts. A beginning has been made toward furnishing maps and globes; but there is much yet to be done before the full benefit of a Public School System can be realized in our community.

TEACHERS

Under the law of 1860, the salary allowed to teachers was limited to $300. The salary actually paid for the first two years averaged $284. For the past two years, the average salary of principals and assistants was about $375. The improvement in the qualification of teachers has been proportionate to the increase in compensation. Hence, the quality of the instruction rendered has greatly improved, though it is a vital matter scarcely capable of being set down in statistical tables, and only to be measured by those whose opportunities fit them to appreciate it. Probably the only tangible estimate by which to measure the quality of the schools is to be found in the attendance of pupils. Under the former system, the highest average attendance was 1,140; last year it was 1,569, being an increase of near 40%, while the total number of different pupils taught amounted to 2,328. I confidently assert that the teachers engaged in our Public Schools are of a grade very superior to those employed at any former period since I have been acquainted with the profession in our county. Several of the old teachers totally disqualified by ignorance and immoral habits have been got rid of; while we have thinned out the number of those who, in other respects, were found to have mistaken their calling.

Some of our teachers have had the benefit of instruction in the State Normal School, and their qualification to teach has been visibly improved by their opportunities in that vitally important and admirably conducted Institution. They appreciated highly the advantages of the Institute held last spring, and have formed an association from which great benefit must result if circumstances favor its continuance. It is a noteworthy fact that, of the teachers employed during the years 1861 and 1862, only about one-fourth were women. In 1866 and 1867, the proportion of the sexes was very nearly equal. And, although the public mind is slow in being reconciled to it, I esteem this increase in the proportion of women teachers, a decided advantage. Those who are conversant with the Public Schools, are fully aware that the female element must enter more and more largely into the work for which they have, when properly taught, such decided qualifications.

SUPERVISION OF SCHOOLS

On this important feature of the School System of Maryland, as organized by you, I feel that we now express our sentiments freely without being exposed to the imputation of interested motives. The actual benefit thus derived to the schools can not be set down in figures. Like everything which relates chiefly to influences operating on the human mind, it is in a measure impalpable and imponderable; and time alone can render the results visible to the mass of the community, who take no pains to inform themselves as to its real operation. When the day comes that any machinery of man's contrivance can be kept going to advantage without the oversight of one acquainted with its design and operation, then it is possible a school system may be so devised as to dispense with supervision.

In the present imperfect condition of things, it will always be found that supervision is essential, in proportion to the novelty of the machinery set to work its complicated structure and expensive character, to the variety of subjects included, and to the importance of the results to be accomplished. In all these respects, the business of public education stands second to no other, and the necessity of proper superintendence is proportionally urgent.

It should be remembered too, that the agents who are appointed to that duty under the present law, are not merely *supervisors* of the work of other people––they are part of the working machinery, aiding materially, if they do their duty, in the office of public instruction.

I concluded my remarks under this head, by stating as the result of the best observation and judgment I possess, that the system of school supervision, as organized in the appointment of several officers, from 'Visitors' to 'State Superintendent,' is admirably adapted to promote the advancement of the great cause, and seems not readily susceptible of improvement.

TEXT BOOKS

It will produce very serious injury to the schools, and heavy expense to the parents, if the generally excellent school-books now in use are substituted by another series. Possibly there may be others equally good. If it were an original question of adopting a new series, I should have preferred a different book in some instances, but, with proper teachers, the text books are all very good and sufficient. A change now would be exceedingly mischievous. In truth, the sincere advocate of Public Instruction must see that the cause has more to dread from frequent change than from any other source. Perhaps there is no great interest which must suffer so much from this restless propensity of our people. I recur to the operation of our county of the local law of 1860. Although necessarily wanting the advantages of a Uniform State System it was a good law, and worked reasonably well. Great improvement was expected chiefly in the matter of school-houses; but at the end of two years an amendment (so-called) was made, which materially crippled, and would have totally destroyed its usefulness, only there was some legal defect that rendered the worst provisions of the amendment inoperative. The conclusion is, if those concerned will view it rightly, whatever be the system of Public Instruction next adopted, *let* it be *something* that will *stand!*

The reports of teachers for the fall term just ended, show an attendance in the schools of over 1,500 pupils; about 200 more than for the same period last year, and 500 more than the year preceding.

[Signed]
Wm. H. Farquhar
President of the Board

SCHOOL DISTRICTS OF 1865

The Minutes list the school districts as laid out by the Board in 1865. They are here listed by numbers, the first in the pair being the school and the second being the election district of that year when there were still only five in the county. Most of the schools were named, but many of these names are hard to place today. In such cases a comment is here given to guide those who may still be interested:

School No.	Election District	
1	1	Brookeville
2	1	Darby's, identified by the trustees names as having been near Claysville, on the road from Laytonsville to Olney
3	1	Muncasters, near the former Muncaster's Mill, near the present Needwood Park
4	1	Unidentified, as it was unnamed in the original listing and does not soon reappear
5	1	Goshen stood at this time on the southeast corner where the road from Goshen Church crossed the Burnham Wood Road
6	1	Hawling's River stood out in the countryside between Laytonsville and Unity
7	1	Ragtown was formerly the name for Etchison
8	1	Brighton stood at the intersection just south of Brighton Dam, opposite the Episcopal Church
9	1	Triadelphia was northeast of Sunshine and the site is probably under the reservoir waters today

School No.	Election District	
1	2	Hyattstown
2	2	Mountain stood on the southeast corner of the intersection now known as Comus
3	2	Clarksburg stood on the road from Clarksburg to Damascus, a short distance from Route 355
4	2	Unnamed in this listing but the number appears later for Ten Mile Creek which school stood near the present Boyds Station just off the road to Clarksburg.
5	2	Neelsville stood south of the present Presbyterian Church of this name
6	2	Cedar Grove was not in the present village but to the east about half a mile
7	2	Unnamed in this list but sometimes called "Duvalls" and sometimes "Thompsons," it stood to the east of Woodfield Road at the intersection of Sweepstakes Road, was never owned by the county and was replaced by a building on the site of the present Woodfield School
8	2	Damascus was about a mile north of the village and commonly called "Mount Radnor"
9	2	Light Hill was about midway between Lewisdale and Browningsville
1	3	Seneca Mills was on old River Road one-half mile west of Seneca Mill
2	3	Horse Pen was near the creek of this name which flows south from Poolesville to the Potomac
4	3	Oak Hill was near the Edward's Ferry crossing of the Potomac
5	3	Marble Quarry was between White's Ferry and Poolesville
6	3	Monocacy was on Route 28 about a mile south of Dickerson
7	3	Barnesville at this time was just south of the village on the hill opposite the then Episcopal Church
8	3	Union was out in the countryside northwest of Dawsonville
9	3	Germantown was south of the present Germantown near the intersection still called Old Germantown
10	3	Dawsonville
11	3	Poolesville
1	4	Rockville
2	4	Montrose was on neither of the sites known by this name today but south and east of the older of those two
3	4	Darcey's Store was a Civil War name for the intersection of Old Georgetown Road and East-West Highway
4	4	Concord was near the present school of this name, on River Road, on the hill near a church which still is called Concord
5	4	Potomac Chapel was adjacent to the present site of the Methodist Church near Potomac and on Falls Road
6	4	Harriss, between Potomac and Great Falls
7	4	Darnestown
8	4	Quince Orchard
9	4	Bailey was on Route 28, south side, just west of Glen Hills Road
10	4	Summit Hall was near Gaithersburg
11	4	Seneca
12	4	Great Falls was between Great Falls and Potomac south of the present Falls Road

School No.	Election District	
1	5	Emory Chapel was east of the intersection of Cashell Road and Emory Lane
2	5	Champagnes was near Browns Corner where Spencerville Road intersects New Hampshire Avenue
3	5	Mitchells X Roads was later called Wheaton and stood east of the intersection of Veirs Mill Road and Georgia Avenue
4	5	Sligo was on Colesville Road less than a mile north of Georgia Avenue
5	5	Unnamed here but later appears for a short time as "Hopkins" and located to the right of Old Columbia Road when going from New Hampshire Avenue
6	5	Colesville was not the present site but a mile or so north and on the opposite side of New Hampshire Avenue
7	5	Frog Pond was later listed as Burtonsville. and stood on the site on Spencerville Road now occupied by a Baptist Church
8	5	Warwick Mills or Millers stood east of the Ashton to Colesville Road and north of the present Spencerville Road
9	5	Sandy Spring

FARQUHAR'S OBITUARY

William Henry Farquhar, twice president of Board of School Commissioners, was eulogized with an obituary in the *Sentinel* on February 25, 1887:

> Wm. H. Farquhar, died at his residence, near Sandy Spring, this county, on Thursday of last week, aged 73 years.
>
> During his life he was one of the most active citizens of the county, and his life is worthy of imitation.
>
> William Henry Farquhar was the son of Amos Farquhar, of Carroll County, Maryland, and Mary Elgar, of Montgomery County, Maryland. One of his mother's brothers was John Elgar, a civil engineer and co-worker with Ross Winans in perfecting railroad machinery in the early days of their development, and another was Joseph Elgar, Commissioner of Public Buildings under President Andrew Jackson. The Farquhars were of Scotch origin and of strongly marked characters. Some of the names are prominent in Naval circles and others (of the branch of which we are speaking) have been in public life.
>
> Amos Farquhar was a farmer in comfortable circumstances but was induced to engage in cotton manufacturing in York, Pennsylvania, where Wm. Henry Farquhar was born in 1813. His venture was unprofitable and the family returned to Maryland and settled in Montgomery County, when the subject of this sketch was 11 years of age, and here he has since resided. He had two brothers, Dr. Charles Farquhar and Dr. Granville Farquhar, and four sisters, one of whom married Benj. Hallowell and one Richard S. Kirk. His wife was a daughter of Isaac Briggs, a friend of Jefferson, who appointed him to assist in surveying the then new Louisiana purchase.
>
> Mr. Farquhar was a student from earliest years, and numerous anecdotes are told of his precocity and fondness for books. He completed his school education with his brother-in-law, Benj. Hallowell, in Alexandria, Virginia, and afterwards assisted him in his large and influential

school. He was destined for the law, but a threatened weakness of eyesight caused an abandonment of this design. He became then a farmer and teacher and was soon prominently identified with the educational interests of Montgomery. In connection with his sister, Mrs. Kirk, he re-established the Fair Hill Boarding School, where there were, at one time, as many as fifty boarders. He was President of the Board of School Commissioners, County Surveyor, a civil engineer of the Philadelphia, Wilmington and Baltimore Railroad, President of the Sandy Spring Lyceum, one of the original Directors in the Mutual Fire Insurance Company of Montgomery County, a candidate for the State Senate in opposition to Hon. Wm. Lingan Gaither, a Director in the Sandy Spring Bank, and taker of the census on two occasions. These various positions indicate the value placed upon his services by his fellow-citizens and his interest in everything tending to advance the welfare of his county. His opinion was frequently sought by his neighbors, who had great confidence in his judgment. He was a successful farmer, having, without capital, converted a barren and forbidding tract into one of the most productive and profitable farms in the community. The home, buildings and surroundings are a striking contrast to former years.

His views were always rather in advance of his friends, particularly on the subjects of African slavery, education and reforms generally, but without bigotry, granting to others the liberty of opinion that he claimed for himself. He was a forcible writer, expressing himself fluently with the pen.

In character he was pure and childlike, of unimpeachable integrity, of the strictest veracity, and of a warm and social disposition. One who has known him intimately for many years remarked, that he had never heard him utter a word that might not have been said in the presence of wife or daughter. He was a member of the Society of Friends.

There are five sons and one daughter. Arthur is a prominent manufacturer of York, Pennsylvania. Henry is in the office of the Coast Survey, Edward in the Library of the Interior Department in Washington, Hallowell in York, Pennsylvania, and Allan retains the home place.

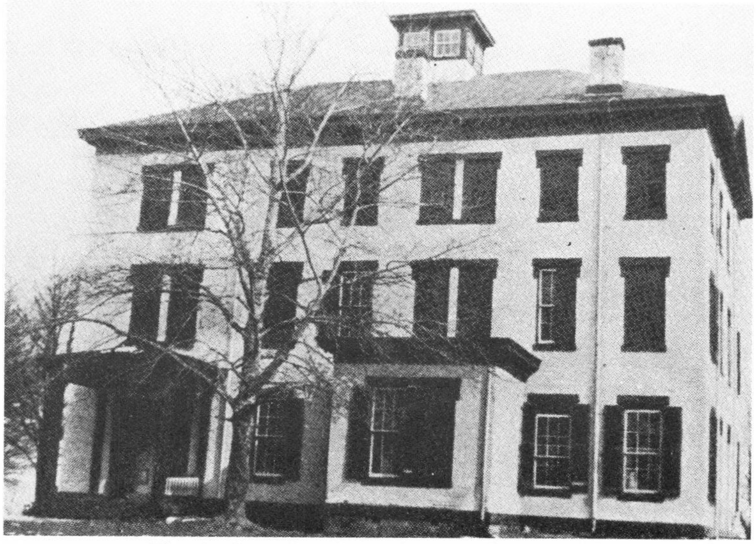
He was buried at Sandy Spring in the presence of a large concourse of friends and neighbors.

On July 24, 1967, the Board of Education resolved that the first Middle School of the county should be named for Mr. Farquhar. This came about in this way: Mrs. Marian Fox was collecting materials for an historical sketch of PTA work in the county. She was shown some of the materials quoted above and passed them, as still timely in their ideas, to Mrs. Lucille Maurer, a member of the Board. Mrs. Fox actively worked to apply this name to the school then under construction as Sherwood-Olney and secured the approval of the Board.

CHAPTER III

THE JAMES ANDERSON PERIOD

1868 - 1879



The Andrew Small Academy in Darnestown

CHAPTER III. THE JAMES ANDERSON PERIOD 1868-1879

The state legislature on March 30, 1868, carried out the provision of the new constitution by enacting Chapter 407, "An Act to add a new Article to the *Çode of Public General Laws* to be entitled 'Public Education,' providing a general system of Free Public Schools for the State of Maryland, and to repeal all laws inconsistent therewith." As this consitution has remained in effect to the present time, the law of 1868 is still, with the constitution, the basis of our current school system; but the law has been amended many times. It provided for County Boards of School Commissioners with a member to be elected from each election district, and Montgomery would thus have a five-member Board. In the interim until the next general election, members were to be appointed by the County Commissioners. This law authorized the establishment of grammar and high schools. At this time, a "grammar school" was one for pupils studying the elementary branches and having more than a single teacher. The actual beginning of schools for children of the just-freed African race is the provision of this law that taxes for school purposes paid by these citizens were to be set aside for maintaining schools for their children.

On April 27, 1868, a new Board started a new Minute Book inscribed *Record of the Proceedings of the Board of County School Commissioners of Montgomery County Organized Under an Act of Assembly Approved March 30th, 1868.* William Musser was chosen President by the other members, Basil B. Crawford, William T. Jones, Samuel Jones, and Raymond W. Burche. James Anderson was selected to be executive head of the schools with the title established in the new law as secretary, treasurer, and examiner. This was the beginning of school supervision by other than lay personnel. Anderson had been a teacher before he went south for service as a cavalry officer. As examiner, he was responsible for holding examinations of teachers, visiting the schools and conferring with trustees and teachers, and handling all pay accounts or correspondence with teachers. Heretofore, all these had been the responsibility of the Board as a whole or of the individual member in his district. Anderson proceeded to make the office of examiner a professional position even though the *Sentinel* continued to carry his advertisement as a legal counselor.

JAMES ANDERSON BIOGRAPHY

It seems appropriate at this point to quote a biography of Captain James Anderson extracted from a subscription *Portrait and Biographical Record of the Sixth Congressional District* published in 1898:

> Capt. James Anderson was born June 9, 1831, in Rockville, and was reared under the paternal roof tree. He was given good educational advantages. After graduating from Rockville Academy he turned his attention to teaching for several years, and was one of the faculty of the academy mentioned for some time. Then he was brought forward as a candidate for the position of county surveyor and was duly elected to that office, and served as such for four years. When the Civil War came on he enlisted in the Confederate Army as a soldier of the Thirty-fifth Battalion of Virginia Cavalry, with the rank of first lieutenant. His meritorious service on the field of battle and in many hardly-fought campaigns was rewarded by promotion, and up to the close of the war he held the commission of captain. Upon his return home from the south his fellow-citizens elected him treasurer and examiner for the schools of Montgomery County, and in this responsible position he served for eleven years, to the satisfaction of the people. In 1885 he was further honored by being elected clerk of the circuit court of the county, in which capacity he served this community most acceptably for twelve years. His term of office expiring the end of 1897, he has since lived somewhat retired, in the full enjoyment of rest and quiet he has earned by long and arduous public service. He has always been loyal in his allegiance to the Democratic party since he arrived at his majority.

> During the past four years he has been a director in the National Bank of Gaithersburg, Md. Fraternally he is a Mason, and is treasurer of Montgomery Lodge No. 195, A.F. & A.M.

The new Board decided to make no changes of teachers, salaries, closing dates, or textbooks until the close of the current term on June 30. In the meantime they studied the books and record of Mr. Williams, the replaced secretary and treasurer, only to find that he held $902.49 on deposit in the Farmers and Mechanics Bank of Georgetown with $4,077.52 due teachers for salaries. They rushed to the bank and borrowed $3,300, then duly noted that they found the secretary's books "to be correct in every particular." In June, Dr. Crawford resigned and was replaced by Walter M. Talbott on the Board. A levy of $4,500 was requested for general school purposes, and the County Commissioners promptly complied.

FIRST ADOPTION OF TEXTBOOKS

Teacher examinations held in the presence of the Board took up three days in August, one in September, one in October, one in November, and another in February. Salaries were set at $85 per quarter for a minimum of 15 pupils, with $2 added for each pupil up to 25, $1.50 for each of the next 15, and $1 for the next 20; so apparently any one teacher was expected to care for up to 60 pupils. The salary report for the summer term listed 41 teachers, and $2,000 had to be borrowed to meet the payroll. Borrowing seemed to be necessary every payday:

December 1, 1868—–$5,000
February 9, 1869—–$4,500
April 20, 1869—–$6,000
July 9, 1869—–$6,000
November 24, 1869—–$12,000

Unable to borrow $10,000 on March 1, 1870, except at exorbitant rates, teachers were to be allowed interest on salaries due. This Board first named only two trustees for each school; but in June, 1870, the next Board named a third and listed 55 schools. Trustees were allowed $250 for a new school at an unnamed location "provided the balance be furnished by the trustees and patrons." The new Board elected in the fall assumed the office on January 4, 1870, with Samuel Jones as President and Silas W. Davis (who resigned as a teacher), Edward Lewis, Isaac Young, and Thomas Waters as members. They voted to continue all actions of the outgoing Board, but they ran into the refusal of the County Commissioners to levy a requested $20,000. An official adoption of textbooks was made, naming:

Holmes' Elementary Speller and Pictorial First Reader
Willson's Readers
Webster's Common School Dictionary
Cornell's Geographies
Brown's First Lines and Institutes of English Grammar
Davies' Arithmetic and Elementary Algebra
Northland's Little Orator and Entertaining Dialogues
Phelp's Natural Philosophy, Botany and Chemistry
Onderdonk's History of Maryland
Potter and Hammond's System of Practical Penmanship

Six months later Holmes and Willson were replaced by *McGuffey's Speller and Readers* and Davies by *Ray's Arithemtics and Elementary Algebra.* Pupils had to buy their books at cost to the Board or each pay 75 cents per term for the use thereof. The next year an added text was *Quackenbos' Elementary and School Histories.*

Teachers' salaries were boosted by a new pupil-accounting system. "Twenty days attendance shall count a full scholar, and in estimating the number of scholars for each teacher, only those shall be counted as full scholars who attend twenty days; the number of day's attendance of all scholars attending less than twenty days shall be added together, the aggregate divided by twenty, and the result shall be the number of full scholars for which the teacher shall be credited for scholars attending less than twenty days." Then the base salary for teachers holding the first grade certificate was raised to $90 per quarter.

Schools mentioned in the minutes of this Board included:

> A private one in Poolesville kept by Miss Alice Metzger, where the Board refused to pay an assistant's salary.
>
> Barnesville where $300 was appropriated to purchase a lot and rebuild a school.
>
> School No. 1 in District 4 (Rockville, but not named in the minutes), $20 was ordered spent for an outhouse.
>
> School No. 4 in District 2 (Boyd's but not then so-named) received $419 for a building and $100 for furniture.
>
> Colesville $400 to build.
>
> Sligo $125 to repair and enlarge.
>
> Mount Zion $175 to repair and enlarge.
>
> Rockville $114.54 for an addition, as Sophie P. Hungerford had over 60 pupils. This was thus the first two-room school in the county. Next term Samuel R. White is listed as a teacher here.
>
> Marble Quarry $500 to build.
>
> Harriss (near Great Falls) $350 for lumber.

The Board petitioned the County Commissioners for office space. The examiner reported in detail to the state superintendent:

> We have been subjected to great inconvenience and annoyance on account of not having an office for our exclusive use. The room assigned to us by the County Commissioners, was until a recent period used in common by this Board, and as a Bed-chamber by one of the nonresident Judges of our Circuit Court. Although county property, and furnished at the expense of the School Board, it is in fact an appendage of one of the village hotels, and it is liable at all times to be occupied by any guest who cannot be conveniently lodged at the hotel proper. We have respectfully called the attention of the County Commissioners to the inconvenience to ourselves and the insecurity of our books and papers which this state of things involves, but we have accomplished nothing toward a redress of the grievance beyond a promise to serve a notice to vacate upon parties in possession of the only other room belonging to the county, which is suitable for our purpose.

SCHOOLS AND TEACHERS LISTED FOR 1869

The *State Report for 1869* listed these schools and teachers: (Where two teachers are listed, each taught there only part of the year. All schools were one-room only.)

No. of School	District	Location	Teacher
1	1	Brookeville	William H. Briggs
2	1	Darby's	Emily J. Duley
3	1	Muncaster's	William J. Latimer
5	1	Goshen	William H. Pace
7	1	Ragtown	J. C. W. Kemp
8	1	Brighton	Mary Z. Briggs
9	1	Triadelphia	A. A. Arnold
1	2	Hyattstown	Charles C. Rhodes
2	2	Mountain	E. Jennie Hodges
3	2	Clarksburg	G. W. Israel
4	2	Ten Mile Creek	Eliza M. Wade
5	2	Neelsville	Annie E. Green
6	2	Cedar Grove	James P. Buxton
7	2		Harrison D. Darby
8	2	Damascus	Louisa Baker
9	2	Light Hill	Chas. W. Browning and Warner W. Welch
10	2	King's	Luther M. Watkins
11	2	Mt. Lebanon	Julia Linthicum
1	3	Seneca Mills	W. J. Starbuck
2	3	Horse Pen	Charles E. Scholl
3	3	Sugar Land	John P. Bouic
6	3	Monocacy	John W. Scholl
7	3	Barnesville	Henry C. Hickerson
8	3	Union	Sarah S. Calvert
9	3	Germantown	Claudius C. Donohoe
10	3	Dawsonville	Adelaide L. Dawson
11	3	Poolesville	Sallie G. Collinson
1	4	Rockville	Sophia S. Hungerford
2	4	Montrose	Nathan T. Harris
3	4	Darcey's Store	Henry Badgely
4	4	Concord	Maggie M. Heaton
5	4	Potomac Chapel	Sallie E. Kilgour
6	4	Harris'	Charles B. Clements
7	4	Darnestown	Mary V. Harper
8	4	Quince Orchard	Charles W. Crawford
9	4	Stonestreet's	Lucy Garrett
10	4	Summit Hall	William R. Fulks
12	4	Great Falls	A. B. Ritenour and Virginia Kilgour
13	4	Mount Zion	George R. Braddock

No. of School	District	Location	Teacher
1	5	Emory Chapel	Stacy T. Noland
2	5	Champagne's	Cyrus Grady
3	5	Mitchell's X Roads	Lydia L. Watson
4	5	Sligo	Henry S. Petty
5	5		Mercy A. Griffin
6	5	Colesville	Martha Fawcett
7	5	Frog Pond	Charles S. Burns
8	5	Warwick Miller's	Thomas Waters and Annie T. Porter
9	5	Sandy Spring	Charles H. Waters

The Board elected under the 1868 Act assumed the office on January 4, 1870, formally took over the official books, and continued all rules, regulations, and bylaws of the outgoing Board. Samuel Jones was chosen President by the other members, Silas W. Davis, Edward Lewis, Isaac Young, and Thomas Waters. James Anderson was retained as secretary, treasurer, and examiner.

By July, 1870, when the County Commissioners had failed to levy a sufficient amount, the Board decided "to make an equal distribution of State funds and any other funds remaining on hand . . . divided into four equal installments, to be paid quarterly, provided no quarterly payment exceed the sum of $125. The said amounts shall not be paid unless the schools be kept open by the trustees. . . . The trustees are authorized to employ teachers in the several districts upon the most advantageous terms." Trustees were to meet in August for "the purpose of consulting and making known to this Board . . . the probable amount that can be raised by the patrons of said schools, and the sums thus subscribed, together with the quarterly payments above mentioned, shall constitute the teachers' salaries." At its August meeting the Board judged from trustees reports "that the public schools of the county will be kept open during the entire scholastic year upon the conditions prescribed" above. They changed from four to three payments to the districts to be made at the end of the fall, winter, and spring terms. There were 51 teachers on the summer payroll, 49 on the fall, 50 on the winter, and 51 on the spring report. But in October each teacher was paid $90 regardless of certificates held, while in February each received $50 in currency and the balance in orders on collectors who were in arrears in turning over tax receipts to the Board.

In August, 1871, the Board set the teachers' pay scale as $100 per quarter for 25 pupils or less, each pupil attending 25 days; for each addition up to 30, $3; for each from 30 to 50, $2; and for each over 50, $1. A first grade certificate holder was to receive $10 added, and the assistants were to get $75 per quarter. The budget prepared by the Board, compared to one of a hundred years later, shows how "good" were the old days:

Amount needed for teachers' salaries	$24,000.00
Amount needed for new school-houses	4,500.00
Amount needed for salary of Secretary	1,200.00
Amount needed for per diem of School Board	200.00
Balance due Secretary	1,700.00
Balance due for books	757.50
	$32,357.50
Estimated receipts from the State	14,000.00
Deficiency to be made up by county taxation	$18,367.50

The office space difficulty was resolved when the Board was given exclusive use of the upper-story room of the building in court house yard, known as the old clerk's office building, now long since demolished. With funds so difficult to come by, the Board could still improve its buildings. A new 22 x 26-foot building was ordered for Hawling's River district at a cost of $500. Boyd's, which lost out in previous budget cutting, was reinstated at $450. New schools, unnamed, were approved: No. 5 in District 3 for $500, No. 15 in District 4 for $500, and No. 10 in District 5 for $500. Barnesville school burned and a room was rented in the village so that the school could be "kept." The condemnation suit instituted in 1865 was concluded, and the Brighton school lot cost $65.

ANNUAL REPORT OF 1870

The work of this Board was detailed in the *Annual State Report of 1870:*

... ...

> Since the organization of the School Board, under the Act of the Assembly, approved March 20, 1868, the Public Schools of this county have not been suspended for a single day. In this we have obeyed the letter of the law, which says that schools *shall* be kept for ten months in the year, and we believe that by so doing we have practiced true economy, and consulted the best interests of all parties concerned. . . .
>
> The fund derived from the State is not more than half enough to continue the schools in operation during the time prescribed by law, and to build such schoolhouses as are from time to time needed. This deficiency has caused most of the difficulties and embarrassments under which we have labored ever since we became connected officially with the educational interests of the county. We have often been compelled to borrow money, trusting to the Board of County Commissioners to relieve us from debt, which they could not refuse to do while the late school law remained in force.
>
> It is to be regretted that the law of 1868 was so altered at the last session of the Legislature as to leave it discretionary with the County Commissioners to levy or not to levy the amount required by the School Board. In the month of June last, the Treasurer of this Board prepared a full statement of our financial condition at that time, together with the approximate cost of carrying the schools to the close of the present scholastic year. Of the sum needed for this purpose, in addition to receipts from the State, less than one-half was levied. It cannot be denied that the School Board is better informed as to the amount needed for general school purposes than the Board of County Commissioners, and it is not probable that the latter body will ever be required by the former to levy more than is really necessary. Both bodies are alike the servants of the people, and both are alike responsible to the people for the faithful performance of duty. In this connection it may be mentioned that not a member of the late or present Board has ever been the recipient of any of the benefits resulting directly from the Free Public System of education, none of them having children of a suitable age to attend the Public Schools. They cannot, therefore, be charged with acting from selfish considerations in urging a more liberal support by county taxation. In our opinion, no more judicious expenditure of money can be made than in disseminating useful knowledge, and we know of no means better adapted to this end than the present system of Public Schools.
>
> The provision of the law limiting the compensation of members of the School Board to three dollars a day has been strictly adhered to, nothing additional having been charged for mileage, as in some of the counties of the state; and we have met only when it was necessary to do so.

From the 29th of April, 1868, to the present time, a period of thirty-one months, the *Journal of our Proceedings* shows that we have but thirty-four days in the discharge of our official duties. During this time, we have erected four commodious school houses, made permanent additions to three, and repaired eight or ten. Twelve more new ones are needed, but the erection of them has been indefinitely postponed in consequence of the County Commissioners failure to levy the amount required for our use.

During our incumbency, eighteen certificates of the first, and sixty-four of the second grade have been issued from this office.

About one-third of our teachers hold first grade certificates, and they received until the present year, ten dollars per term in addition to the salaries paid to such as hold certificates of the second grade. Our efforts have been constantly directed to the elevation of the standard of proficiency, we adopted this method of inciting all to qualify themselves to become applicants for first grade certificates.

The minimum salary paid to teachers of Public Schools in this county is $340, and the maximum $657.50, while assistants receive $300 a year. During the year just ended, the average salary of teachers, including assistants, was $456. For the same period, the average cost of each school, including teacher's salary, incidental expenses, books and stationery, was $530, and the average cost of each pupil, $11.98.

The Public School Tax and Free School Fund, together with such sums as may be subscribed by the patrons in the several School House Districts, will, for the present, at least, constitute the fund from which the teachers' salaries will be paid. Hereafter we trust to future Board of County Commissioners to enable us to pay them as liberally as we have done in the past.

Textbooks and stationery are furnished to the pupils at wholesale prices, with the cost of freight added. Although this is not in strict accordance with the law (The Law authorizes this. N.)* as it seems to demand, we deemed it more equitable that the children should become the owners of the books by purchase. This plan is not liable to the objections urged against the system of exacting fees for the use of books, and it gives entire satisfaction. In every instance where the parent or guardian is unable to buy them, it is recommended that the Trustees promptly exempt him from such payment.

Our population being almost entirely an agricultural one, the low prices of all the staple productions of the county have prevented the people from availing themselves to the full extent of the State's munificence in the educational facilities offered to our children. Only three free scholarships have been applied for to this Board in St. Johns College at Annapolis, and the same number in the Agricultural College, while the State Normal School and the Baltimore Female College are both without a representative from this county.

The efficiency of the Normal School as the nursery of teachers, we do not think is overrated. We only regret that its usefulness is confined within such narrow limits. The very persons whom it was chiefly designed to reach are debarred from all participation from its benefits on account of not being able to bear the expense. Like the departed spirits of the lost in ancient song, they are tantalized with the sight of the Elysian Fields which they are not permitted to

---

***The state superintendent, A. M. Newell, wrote this note into the report.**

enter. In our opinion, the State would gain much by admitting to that institution a limited number of students each year, upon the recommendation of the several county School Boards, free of charge for board and lodging, as well as for tuition and the use of text-books. (The fund at the disposal of the Normal School would barely suffice to board and educate *two* from each county. N.)* In return for this bounty, some pledge or security should be exacted from the applicants that they will teach for a stipulated time within the State. Until some such arrangment is effected, we despair of seeing its graduates in charge of even a majority of our Public Schools.

The real and personal property owned by the Negroes of this county, together with private securities, is assessed at $62,216. The state and county tax on this for the past year amounted to $178.72. This sum has not been apportioned among the colored schools, of which there are eight or ten, because they have not been placed under the control of this Board as the law directs.

We are sorry to report that one of our school houses was destroyed last winter by accidental burning. It was entered by some stragglers seeking shelter for the night, who left it in flames the next morning. The furniture and books were consumed with the building. The loss of this house is particularly regretted as it was one of the few which were not insured.

Teachers' Association Organized

A Teachers' Association was organized last winter in the Third Election District, under the auspices of the District School Commissioners. Its meetings are held at stated times, and all matters pertaining to education are discussed. The efficiency of these associations as an auxiliary to the development of our school system is well attested, and we hope to be able to report ere long the existence of one in every Election District in the county.

From the inauguration of the Free School System in this county to the present time, it has commended itself more and more every year to popular favor, until it is now an acknowledged success. During all this time, there has been a steady advancement in the efficiency of our teachers and a corresponding increase in the average attendance of pupils. While the latter result is mainly attributable to the former, it is also due in part to the sliding scale by which teachers' salaries are regulated. They, like every other class of men, have an eye to their own pecuniary interest, and when their pay is made to depend upon the number of pupils attending school, they would violate the first law of nature if they were not stimulated to secure as large an attendance as possible.

When we reflect upon the results attending the efforts of our predecessors and ourselves, although we do not claim to have attained to our ideal of excellence, yet we enjoy the satisfaction of knowing that much has already been accomplished in the right direction. The fact that much remains to be done does not discourage us, for as Rome was not built in a day,

---

***The state superintendent, A. M. Newell, wrote this note into the report.**

so perhaps was no Free Public School System ever perfected in the length of time that has elapsed since its introduction in this State.

[Signed]
Silas W. Davis
Edward Lewis
Isaac Young
Samuel Jones
Benjamin D. Carr
School Commissioners

COLORED SCHOOLS BEGIN

With that done, a new Board was appointed by the County Commissioners. It took over on January 9, 1872, with Samuel Jones as president, Walter M. Talbott and William T. Jones as members, and Anderson as secretary, treasurer, and examiner. An early act of this Board was to call on a committee of five teachers to meet with the examiner to look at "the different English grammars offered to the Board" and to report in writing which was "best suited to the wants of our public schools, together with the reasons therefor." The committee named consisted of Joseph A. Settle, George W. Israel, William H. Pace, and Belle L. Coar, each of whom served long careers in the county's teaching corps before and after this date. As a result of the study and report, Harvey's Grammars were adopted and remained in use for about 40 years. The 1872 Legislature repealed, amended, and re-enacted the *School Law of the State* with the significant addition of Chapter XVIII, "Schools for Colored Children." This required the opening in each election district of one school of free admission for all colored youth between six and twenty years of age. These schools were to be kept for as long a term annually as other public schools "*provided,* the average attendance be not less than fifteen scholars." They were to be under the same School Commissioners, same laws, and same curriculum as other schools. The state appropriated a lump sum annually to be apportioned by the comptroller among the counties and Baltimore City on the basis of their respective colored population between the ages of five and twenty. "The total amount of taxes paid for school purposes by the colored people of any county . . . together with any donations that may be made for the purpose, also shall be devoted to maintenance of the schools for colored children."

From various clues it is evident that schools for colored children had operated in Montgomery before 1872. The one official statement found is quoted in the State Report just above. These schools were usually operated by the same group of colored people who maintained a community church. Generally there was help from white people, especially from those whose former slaves were now taking an active part in fitting their new-found status into the community. Reputed to have been the first school for colored children in Montgomery County was the one at Sandy Spring where many Quakers supported it both financially and idealistically. It stood on the site still occupied by a church at the intersection of Sandy Spring-Olney and Norwood Roads. This latter road was known as Sharp Street in Sandy Spring; and the school appears on lists as Sharp Street, though sometimes written Sharpstreet.

The School Board received notice by August, 1872, that the state appropriation of $50,000 for colored schools would give Montgomery County $532.05 each quarter-year. Adding the state and county school tax paid by colored citizens gave an amount of $462.84 for each of the five election districts in this county. "The Board decided to establish one colored school in each election district for the present, and the secretary was instructed to advertise that all persons who wish to avail themselves of the benefits of this fund make application to the Board on or before the 24th instant." The meeting on that day was wholly given to hearing delegations representing the patrons of the colored schools. One week later on August 31, 1872, the Board accepted the offer of the colored groups to convey their property to the

School Board "upon condition of exercising the right to hold religious service in such school-houses." The Board made it very clear that the houses were not to be used for holding political meetings.

Colored teachers were examined on that date, but Minutes fail to tell any detail as to how many applied or passed. In November there were six colored schools reported but not by name. From other sources, four of these can be identified:

Norbeck---in the County land records, Liber E. B. P. 18 folio 433 on October 2, 1872, A. R. Wassworth *et al.* sold one-half acre to the School Board for $5.

Quince Orchard---in the land records Liber E. B. P. 18 folio 428 on April 14, 1874, Gary Green *et al.* sold a house and lot for $5 to be used 'exclusively for the education of colored youth of the neighborhood.'

Sandy Spring---in the Minutes of March 18, 1873, $50 was appropriated for additional desks and chairs for a colored school near Sandy Spring.

Sligo---the Minutes of 1873 (November 18) say that a new colored school was to be built here if the levy should be made.

Other colored schools of early mention were:

Brighton---site shown in the 1878 Hopkins Atlas.

Laytonsville---land transfer in 1879.

Martinsburg---1880 reference in Minutes shows school was there before this date.

Mt. Zion---Minutes of June 15, 1873, call for a school to be established; and on March 21, 1876, there is reference to a new school there.

Poolesville---Mentioned in Minutes of August 24, 1880.

Rockville---land records E. B. P. 15 folio 467 for August 10, 1876, show purchase of 10½ square perches* from W. Veirs Bouic on Frederick Road.

Scotland---land records E. B. P. 23 folio 45 on September 9, 1879, show the purchase of one-quarter acre from Luke Lyles on the east side of the road from Rockville to Seven Locks.

Seneca---Minutes for February 8, 1881, show this school closed for low attendance.

Spencerville---on February 10, 1874, $25 per quarter was granted this school.

Tobytown---Minutes of February 4, 1879, rejected for lack of funds a request for a school near the mouth of Muddy Branch. This place does not appear in the Minutes again until May 25, 1917, when it was noted that the church used as a school here had been burned.

Clarksburg---On August 6, 1878, $50 to buy a lot for a colored school on the road from Neelsville to Clarksburg, the patrons to erect a building.

---

*5½ yards

COLORED TEACHERS LISTED

In the Minutes of September, 1880, 23 colored teachers are listed by school and district number only:

No. of School	District	Teacher
1	1	Sarah J. Luckett
2	1	Maria G. Howard
3	1	Minnie D. Lewis
4	1	J. S. Snowden
5	1	N. S. Sedgewick
1	2	John R. Rodney
2	2	Thos. A. Thompson
3	2	Virginia White
1	3	L. L. Commerdore
2	3	E. V. Levi
3	3	V. D. Shaw
4	3	R. H. Tyler
5	3	Jos. W. Jimpson
6	3	Jas. Day
1	4	J. G. Drayton
2	4	Jas. W. Ricks
3	4	A. L. Southwark
4	4	S. J. Robertson
1	5	S. S. Mobane
2	5	N. B. Saunders
3	5	Caleb Pumphrey
4	5	Mary E. West
5	5	S. H. Pool

One year later the county had been redistricted into nine election districts. The listing of colored teachers now included a school name. The complete list shows a large amount of teacher turnover then:

No. of School	District	Location	Teacher
1	1	Howards	Mattie Nelson
2	1	Laytonsville	Jas. A. Snowden
1	2	Hyattstown	Gudne Blair
2	2	Clarksburg	Thos. A. Thompson
3	2	Damascus	Virginia White
1	3	Curtisville	A. A. Davis
2	3	Martinsburg	W. H. Bractin
3	3	Barnesville	V. D. Shaw
4	3	Poolesville	E. V. Levi
5	3	Boyds	Jas. W. Jimpson
1	4	Rockville	H. Sedgewick L. B. Lee
2	4	Scotland	C. R. Penn
1	5	Wheaton	Thos. H. Brooks
2	5	Colesville	Chas. H. Johnson
3	5	Spencerville	C. Pumphrey

No. of School	District	Location	Teacher
1	6	Seneca	Moses Smallwood
2	6	Germantown	J. W. Day
1	8	Sandy Spring	S. S. Mobane
2	8	Norbeck	S. H. Hodge
3	8	Mt. Zion	M. D. Sears
4	8	Brighton	S. J. Burkett
1	9	Emory Grove	N. E. Sedgwick
2	9	Quince Orchard	James W. Ricks

By 1874, the proposed Civil Rights Law in the U.S. Congress was causing excitement in the state, particularly at the legislative session. Professor A. M. Newell in a letter to Governor Lowndes cited that in one year of operation in Maryland 210 schools had been opened for 12,000 colored pupils at a cost to the state (county costs not included) of $69,577.18. He pleaded for the continuation of the school system and that it not be abolished under the threat of the federal law. Action of Congress was slowed in the Senate, and the death of a chief protagonist left the bill to die. Thus, was Maryland and Montgomery embarked on the "separate but equal" system.

Teachers and their problems took up considerable space in the Minutes and many columns of the local paper. One young man, in November, 1872, had his certificate annulled "on account of his intemperate habits." In July he was reinstated "on condition that he stay sober," but in April he was ordered to vacate his building after being paid a quarter's salary of $111.47 which shows that he had a relatively large enrollment. Another teacher who reported a large increase in attendance was found to have listed each pupil, then listed each again by his nickname, and added a few more for the dogs of some of the boys who brought them along to school. In the fall of 1872, two days in succession, no teachers appeared for examination "owing to the prevalance of the horse disease"; and many special certificates were issued by the examiner. But a year later "an unusually large number of applicants" showed up. The Board listened to many disputes between trustees and teachers. One claimed that "she was illegally dismissed from her school, (but) upon hearing the evidence the Board decided that the notice served upon her was in accordance with the law, and their action in discharging her was approved." When 14 patrons protested the appointment of one teacher, the Board refused to confirm him. "The correspondence between Samuel Regester, Jr., teacher of school No. 7 in the fifth district, and E. H. Barton, a patron of said school, expressing the wish that his nephew and ward should discontinue the study of mental arithmetic, and the unwillingness of the former to comply with the request having been laid before the Board, it was decided that no teacher in a public school shall compel a pupil to pursue any study contrary to the wishes of such pupil's parent or guardian." As this is being written 90 years later, differentiated curricula are still problematical!

NEW PRIMARY SCHOOL IN ROCKVILLE

The number of schools and teachers grew steadily during Examiner Anderson's tenure. Montrose had a new building as the site was moved out closer to the main road. Horse Pen district was reactivated. New buildings were ordered for Laytonsville and Great Falls. Mount Lebanon Church was purchased for $250 and used for a school. Barnesville was rebuilt, 24 x 26 feet in size with a vestibule 8 x 24 feet, equipped with Soper's patent desks for a total cost of $700. The Board paid $100 for rights to Soper's desks and had them made up by local builders. A lot at Olney, next to the Episcopal church, was bought for $175 and a 24 x 30-foot school ordered thereon for $575. (What was left of this sold at auction 60 years later for $1000.) Sixty schools were listed in May, 1875. The old building at Rockville was sold to the Agricultural Society for $500. The lot on Monroe Street which is now part of the County Office Building site was purchased for $600, and William A. Davis contracted to build there for $1,567. The *Sentinel* editor on December 1, 1876, approved this building:

> This new school house, at the lower end of the town will be completed in a few days and then occupied. It is certainly an elegant structure for the purpose it is to be used, but none too spacious for the many pupils who attend. It has attached to it large play grounds, one for each sex. Towering some feet above the roof is a belfry containing a large bell. The dimensions of the main building are twenty-four feet front by thirty-six feet back, and two and one-half stories in height, with two one and one-half story wings twenty feet square. There are three fine rooms on the first floor, and a spacious hall above, which is to be used, we learn as Masonic Lodge room. The outside of the building is tastefully painted and neatly finished.

A new schoolhouse was built in Poolesville and another in Hyattstown. Approval was given to spend $375 for a lot and school "near Mt. Ephraim." Its name seems never to have been officially adopted as it was also called, at various times, Mountain, Dickerson, and Poole's Tract.

The State Law on Public Education established scholarships at several colleges and the State Normal School. An anonymous writer in the *Sentinel* claimed that these were given by Board Members strictly within their own group, but the records do not bear him out. Day-long examinations before a roomful of witnesses were given to select the best prepared academically; and, of course, these were often the children of doctors, lawyers, or teachers. Once the examiner asked to be excused from conducting the tests because a relative had applied. Samuel R. White, then principal of the Rockville Public School and pastor of the Baptist Church, conducted a day-long examination of "a considerable number of applicants." The winner of the St. John's College scholarship was the examiner's kin. Scholarships to State Normal were not so eagerly sought after and often were extended to young teachers who were showing signs of promise for the profession. Some returned to serve in the county teaching corps, but a few of those named turn up later as rather distinguished county officials.

INSTITUTE FOR TEACHERS

The law also required the holding of Teachers' Institutes as a device for the development of staff capabilities. The *Maryland Education Journal* for July, 1867 (vol. 1, no. 3), reported on what must have been the first in-service training:

> After delays incident to all new undertakings of magnitude and difficulty, the first Institute for Montgomery came off at Rockville on the 9th and 10th of May. . . .
>
> It had been arranged that the Institute should be continued for three days; but the first day was entirely lost in consequence of the storm that prevailed. Professor Newell, of the State Normal School, came on, however, through the rain and found three or four teachers whose zeal could not be damped by mud or tempest, waiting in comfortable quarters at Mrs. Almoney's Hotel. Thursday, the 9th was favorable. The teachers came gradually in; and, at about 11:00 A.M., the Institute was formally organized in the Court House. The Rev. Mr. Cumsten was invited to open the exercises with the solemnizing influences of prayer; invoking that divine aid, 'without which no true success can be, and with which success is certain.'

The President of the County Board then welcomed the teachers to this their first public association. He referred to the isolated condition of their life, impressed the supreme importance of union and cooperation, through which would come power and influence. He explained that the Teachers' Institute is a Normal School on a smaller scale: a place where teachers come to be taught how to teach. Trusting that the idea of becoming learners would not wound their vanity, that they were not of the number of those who 'can't be told anything more about their profession,' he reminded them that 'the wider the circle of human knowledge becomes, the more points does its periphery touch of the vast unknown which encompasses it on every side.' The teachers were further reminded, that they were there to learn, not only of the officers of the meeting, and of the gentlemen who were expected to address them, but of one another. In his frequent visits to their schools, the President had always been able to gather useful ideas for himself; and never failed to observe that each teacher practiced some method of his own, which would be useful for others to know. Therefore, they could see the advantages of bringing this knowledge together, and casting it into a common heap, from which all might draw something beneficial to themselves.

The introductory address of the President was followed by a lecture on teaching arithmetic, delivered by Benjamin Hallowell. . . .

The presiding genius of the Institute, Professor Newell, then gave an explanation of the design and objects of such convention, and the course pursued in their practical working. The morning session concluded with a lecture from Mr. Hallowell on the mode of teaching grammar; in which the teachers were made to understand, that they must not depend on their textbooks in illustrating this great branch of science. It is necessary to *impress* on the scholars the *nature* of *language,* and the *connection* and *difference* between *words* and *things.* In teaching grammar, we must regard language as a *structure,* and point out the essential uses of the several parts.

The afternoon session was opened by a discussion upon arithmetic. Several teachers gave their views in regard to the proper method of teaching fractions. Lady teachers continue diffident. A trial of skill in adding several columns from Walton's cards, resulted in obtaining answers about half of which were correct. The suggestion was made that this was more a trial of nerve-power than arithmetical skill.

The subject of reading was introduced by some remarks of the President, who seemed to consider this important branch of learning as being the worst taught in any of our schools. A great difficulty that meets teachers at the start, arises from the bad habits into which children fall when learning to talk. The responsibility for this defect does not rest upon the teachers; but they are called upon to use their strongest efforts to prevent the formation of bad habits, and to correct them when formed by observing the following rules: First, to read the lesson with great care before the scholar is suffered to attempt it. Children are imitative creatures, and this active faculty must be called fully into play. Secondly, to give them no sentences to read which they cannot understand. Thirdly, to remember that a single sentence, read just as it should be, is more conducive to progress in the art, than many pages read in the usual slovenly manner.

In the familiar discussion which arose on this topic, it appeared that most of the teachers practice the method of putting the young pupils to reading at once, and carrying on reading and spelling in parallel columns; while a few still adhere to the (happily) antiquated system of taking the school through the long, dull columns of the spelling book, before allowing him to read.

The subject of geography was very neatly introduced by an essay from one of the lady teachers, in which the writer dwelt on the importance of map-drawing. She also drew several maps on the blackboard, demonstrating the advantages of the system employed by Apgarth. Professor Newell strongly recommended the little book by that author.

The Institute then adjourned for the day, leaving the impression of a very pleasant commencement of its labors.

In the evening the teachers reassembled in the Court-room, with the object of organizing an association. They had a pleasant and successful time. Their deliberations being enlivened by vocal music, in which several of their number, and some gentlemen from the town participated. The result was the formation of a Teachers' Association, which is to meet quarterly in the different districts of the county, and hold its annual meeting at the time of the Institute. Over twenty dollars was paid to defray expenses, and for the nucleus of a library. Rev. George W. Israel being elected President, and Mary P. Coffin Secretary.

The second day's session of the Institute commenced under favorable auspices. Twenty-nine teachers were in attendance, and the outside audience had increased. Professor Newell commenced the exercises with a lecture upon object lessons, which riveted the attention of all persons in the room. All felt that a new and important method of instruction——nature's method it might well be called——was here opened to view. It is a method which needs no costly apparatus nor text books, (indeed the professor was severe in denouncing text books in general, as they are at present indiscriminately used). Nature offers all the apparatus necessary for this sort of lessons, flinging it everywhere around us. The professor took an egg, for an example, and convinced his hearers, somewhat to their surprise, that they had a great deal yet to learn about the simple things of nature.

A lecture on School Management, by Benjamin Hallowell, furnished the next intellectual treat. Nay——it was something better than that; it was addressed to the highest and best feelings of his audience, who evinced their deep interest by the most concentrated attention. Lessons drawn from long experience, illustrated and enlivened by many personal incidents, all going to prove the two cardinal doctrines of the speaker——that self-government is essential to governing others, and that love is indeed the fulfilling of the law. These lessons were delivered in such a way as to sink deep, and not soon to be forgotten.

Charles Abert, Esq., one of the School Commissioners of the county, delivered the closing address, in which the duty of imparting moral and religious instruction in our public schools was strongly urged. The address was very favorably received, and served as an impressive termination of our exercises.

The teachers seemed loath to depart, until assured by the professor and the President of the County Board, that *this* must *not* be their *last* meeting. We must not forget to mention that Mr. E. B. Prettyman, Clerk of the Circuit Court of Montgomery County, in a neat and appropriate address, assured the members of the Institute of the interest taken in their proceedings by the community generally.

The sessions of the Institute were favored by the presence and countenance of the Chief Justice of our State, who extended a liberal hospitality to its members. The State Superintendent, greatly to his own and our regret, was unavoidably detained while on his way to attend our meeting.

The *Sentinel* editor was a booster for the school system and for nearly all of the county except the politicians. On September 7, 1877, he published this editorial:

> We call the attention of parents and guardians to the advertisements of educational institutions found in another column of this issue.
>
> We have in our State a system of graded schools which begins with the lowest branches in our public schools, advances to the higher in our academies and is rounded in its perfection in our colleges---endowed by the State. People make a great mistake in not giving to children the full benefit of this graded system. Some are still busy riding the old hobby known as 'practical education,' they see no use in cramming a child with the classics and higher branches of mathematics---all they need to know is how to 'read and write and cypher,' and think they have attained great cultivation of intellect when they have mastered the art of book-keeping---single entry.
>
> Our government is firmly settled in its institutions, the pioneers did the work and have left us to maintain the result of their labor by industry and intelligence, and in all lands and ages educated intelligence has been found most effective. Besides, those men who were but liberally educated and who became renowned as 'American statesmen,' are something like phenomena, and it would be a sad error should we suppose that we are all phenomena, and forget that times have advanced [since] Clay was a mill-boy. Successful statesmen are now educated statesmen.
>
> Patronize the institutions of our county. When their curriculum is enjoyed you need not go beyond the boundaries of Maryland to find other and higher institutions. Such institutions exist in our own State, and it is a very humiliating acknowledgement we make when Marylanders go out of Maryland to be educated.

But there were continuing stirrings to change the school controls. Though it failed to pass, a bill in the 1878 legislature showed a trend:

> The existing school law is taken for the framework. Instead of creating his coadjutors on the State Board from the ranks of the county boards, as now, the State Board is made elective by the people, one member from each judicial district, and the Governor to be included as a member also. This will make a Board of nine members, and is a compromise between a Board appointed, as has been proposed on the one hand by the Governor, and on the other to be elective in the several congressional districts. No salary shall be paid the members of the State Board, though their traveling expenses will be allowed, and they may elect a clerk, for whom there will be sufficient to do.
>
> The State Board is directed to appoint three county commissioners in counties having less than 100 schools, and five commissioners in counties having more than 100 schools. The county commissioners are now appointed by the judges of the circuits, and their numbers are three, five or seven, according to the number of schools.

The county boards will appoint examiners as at present, and the State Board will fix their salaries and bond. The State Board will also determine where assistant examiners are necessary. The reports of the county boards are to be made semi-annually to the State Board, and the secretary thereof will make the compilations. This renders unnecessary the exercise of that office by the Principal of the State Normal School, whose duties are to the Normal School and nothing else.

Among the duties of the State Board is to designate the text books that are to be used in the schools of the State, and to make the contract with the publishers. The county boards shall fix the salaries of teachers and purchase the books for their schools as adopted and contracted for by the State Board, and also to superintend the distribution of the same in their respective counties. The county boards will publish their accounts as the State Board may direct. Vacancies in the county boards are to be appointed by the members of the State Board in the judicial circuit where it occurs. There shall be separate schools for white and colored children, but the educational fund will be a common one.

Certificates of teachers shall not be given by the Principal of the State Normal School. The State Board may appoint any one to examine teachers and award the certificates on report of competency. Diplomas of graduation from the State Normal School will, of course, be considered in the favor of an applicant for the place of teacher, but it is not a finality which will insure a certificate to teach. The salary of the Principal of the State Normal School is fixed at $2,000 a year instead of $2,500 as at present. All money from pay students to normal or model schools, kindergarten, etc., shall be strictly accounted for by the principal of the State Normal School and paid over to the State board of education.

It is decided to continue the existing high schools in the counties, but one-half of the expenses thereof must be paid by the patrons. Neither school commissioners nor other school officers shall be directly or indirectly interested in building school houses or in furnishing the same, or in giving out contracts. Disbursements shall be audited by the county commissioners annually.

TEACHER'S DUTIES

An interesting insight into the viewpoint of a typical teacher can be gleaned from the listing of "a few practical suggestions . . . looking to the orderly and peaceful government of the schools and to the harmony of their mutual relations":

TEACHER'S DUTIES TO THE PUPILS

To know that the best school teaching is always associated with the best school government, and that school government consists in having each pupil attend quietly and faithfully to his own business at his own desk, which is his place of business.

To know that a pupil's true education is a growth consequent upon the proper exercise of his faculties.

To make himself acquainted with home influences affecting the pupil.

To make himself acquainted with moral, intellectual and physical nature of his pupils, and to teach everyone according to his nature.

To inspire the pupil with enthusiasm in the pursuit of knowledge and to implant in him aspirations for all attainable excellence.

To keep the pupils busy with school work, and to work the school in classes, according to the curriculum as nearly as practicable.

To attend to the proper position of pupils when sitting, standing or moving in the classroom.

To teach the pupils how to study, not by any formula, but by the teacher's individual perception or discernment.

To talk in a natural tone of voice.

To commend pupils for earnest work.

To teach the virtues of industry, order, system, promptness, punctuality and attention to business, and the value of time and its improvement.

To remember that children are children, and need assistance in many ways, but that the most valuable work for the pupil is that which he does for himself.

To know that mistakes, blunders, neglect or carelessness on the teacher's part are disastrous to pupils and most difficult to remedy.

To be ever thoughtful of the pupil's future, and to make all school work and discipline such as will be of lasting service to him.

To keep pupils happy and remember that what a pupil grows to be is of more importance than what he lives to know.

TEACHER'S DUTY TO HIMSELF

To use every effort to improve himself in the science and art of governing and teaching a school.

To exercise a watchful care over every word and act, teaching by example as by precept.

To be systematic and methodical in all his work.

To be very cautious, careful, and circumspect in everything he does and says in the presence of his pupils.

To talk little and in a natural tone of voice but do much in school.

To rely upon his own tact, skill, energy and devotion to his work.

To be at his post in time, or never be tardy.

To give his individual attention to school duties, never reading books, making out reports or writing letters during school hours.

> To speak the English language in its purity, both before his pupils and to all with whom he comes in contact.
>
> To feel an honest pride in his school, and a determination to make it take a high rank.
>
> To endeavor to secure the confidence and cooperation of parents in his efforts to benefit the children.
>
> To know that dispassionate conversation with a parent will invariably convince him that you are pursuing the correct course with his child.
>
> ### PUPILS' DUTY––IF NOT OBSERVED VOLUNTARILY TO BE ENFORCED BY THE PARENTS
>
> To observe and obey the rules of the school.
>
> To be prompt and regular in his attendance at school. Oh, that parents would appreciate the annoyance to the teacher of irregular attendance upon school of their children!
>
> To be obedient and respectful to parents and teachers; and may every parent who reads this remember that a child will not only be respectful to his teacher, unless taught to respect his parents, but will have no respect for any one.
>
> To obey cheerfully and promptly all commands and requests of the teacher.
>
> To be always neat and tidy in dress and person.
>
> To do the very best in all school and other work.
>
> To be mindful of the rights and feelings of others, and to be kind and polite to all.
>
> To remember that there is a time for work, for play and for study, and that the school room is the place for study.
>
> To feel and understand the great value of time, and learn ways of improving it.
>
> To be truthful and use good language on all occasions.

During the economically poor years of this period, school finances suffered. The County Commissioners reduced the requested levies, but there were other problems as one teacher forcefully stated it:

> A great deal of dissatisfaction exists throughout the county at the irregular manner in which our teachers are paid, or rather at the almost regular manner in which they are not paid. The Treasury of the School Board appears to be in a chronic state of depletion. Not very long ago the schools were closed at the end of the third quarter, in order that the School Board might catch up in its finances. Teachers, supposing that thereafter things would be easier and that their salaries would be regularly paid, acquiesced in the loss of the fourth quarter without a protest. But there was no improvement. Last year, with the same end in view of making things easier, salaries were scaled twelve per cent. This, too, the teachers bore with what patience they could, consoling themselves with the assurance that now they would certainly get their

> money or at least 88 per cent, when due; but vain assurance, there was still no improvement. This year the scaled rates are maintained, and it is whispered 'out loud' that the schools will close again at the end of the third quarter. What next do you propose, gentlemen of the School Board?
>
> From the annual statement of receipts and expenditures of the School Board of September 30, '77, it appears there was remaining in the hands of the collectors at that date nearly eight thousand dollars.
>
> Section 42 of chapter 483, *Laws of Maryland* for 1874 provides that 'All monies levied for educational purposes by the County Commissioners of the several counties shall be levied separately and distinctly from all other items of taxation and a list thereof furnished to the School Commissioners of said counties; and the collectors shall make returns of all the said tax collected upon the days required by law for the return of the State school taxes; and if any such collector shall fail to perform his duties as directed in this section, said collector shall be liable to prosecution, and on conviction, shall be fined not less than one hundred nor more than five hundred dollars, in the discretion of the Court.'
>
> Now the question naturally arises. Why has not this section been enforced to make the collectors hand over that eight thousand dollars? and the further question, Whose fault is it that it has not been enforced?
>
> A satisfactory answer to these questions will be interesting to the tax-payers as well as to the
>
> [Signed]
> Teacher

The March, 1879, Grand Jury was charged to investigate the conduct of the tax collectors, and reported:

> They find many things to condemn; whilst some of the Tax Collectors have proved themselves efficient officers, others through carelessness have suffered their accounts to fall much in arrears. They, the Jury, have been forced to make an example of one of this class. It has become the custom for the Treasurer of the School Fund to issue orders in favor of the School Teachers and to others having accounts payable out of this fund, many of which orders have been practically dishonored through neglect or inability on the part of the Tax Collectors to pay them. The persons holding these orders in many cases submit to heavy discount to get them cashed. Some in fact have found it almost impossible to get them cashed except at the Broker's office. . . . It appears that the system of orders had best be abandoned, since it is vicious in tendency.

The collector identified in the jury's report was not formally indicted or brought to trial, for he immediately secured from the School Board Treasurer a statement that he had met all his obligations and no complaints against this collector had been heard from teachers. The Board did bring suit against two erring collectors at a different date but complained even in their Minutes that this did not bring in the full amount levied. Economic conditions made times really hard on the staple-producing farmers of Montgomery County.

BUDGET FOR 1877-78

A sample report of the Board's finances of the period shows:

> Statement of the Receipts and Disbursements of the Treasurer of the School Board of Montgomery County for the year ending September 30, 1878.

Receipts

Balance on Hand September 30, 1877	$ 156.97
Balance in Collectors' Hands	7,898.09
State School Tax for 1878	11,421.06
State Free School Fund	3,013.11
County School Tax	12,655.90
State Appropriation for the Colored Schools	4,176.96
Receipts from Sales of Books	876.54
Borrowed	2,968.50
Total	$43,167.13

Disbursements

Teachers' Salaries	$22,689.88
Fuel	708.50
Incidental Expenses	431.45
Rent	60.00
Books and Stationery	1,577.45
Building School Houses	649.35
Repairing School Houses	168.37
Furniture Blackboards and Stoves	425.55
Interest	216.00
Insurance Interest	72.86
Salary of Secretary, Treasurer and Examiner	954.82
Per Diem of School Commissioners	80.00
Paid to Colored Schools	4,215.20
Paid on Note of Feb. 6th. 1877	2,800.00
Balance Cash on Hand	294.01
Balance in Collectors' Hands	7,903.69
Total	$43,167.13

Indebtedness of the School Board September 30th., 1878 From All Sources	$ 1,048.00

By order of the Board:
James Anderson
Treasurer

TEACHERS LISTED FOR 1866-1879

A listing of the teachers of this period with the dates of their recorded service, taken from the payrolls, shows very clearly the rapid turnover of staff and that very few of them persisted for long in the "cause" as they so often referred to the system of Free Public Education:

Teachers Listed on Payrolls—February 1866 to November 1879

Adamson, Ida	7/69-7/73
Amiss, Edmund L.	11/74-11/79
Anderson, Edward	2/71-11/78
Arnold, A. Ashley	4/67-11/70
Badgeley, Henry	4/69-7/69
Baggarley, Charles W.	11/70-4/75 11/77-11/79
Bailey, Agnes	2/77-4/78
Baker, Bettie	11/76-11/79
Baker, John T.	11/75-7/79
Baker, Louisa	7/68-4/78
Baldwin, H. M.	11/76-11/79
Bartolette, Sally L.	11/75-2/77
Beach, Charles W.	4/71-4/74
Beach, Edward M.	2/73-11/79
Beach, Sylvester W.	4/71-7/72
Beach, William B.	11/71-7/74
Beall, Edward	2/70
Belt, John S.	2/66-4/76
Benson, Henry R.	7/79-11/79
Benson, Sarah F.	11/72-7/74
Benton, Robert A.	11/75-7/76 4/78-11/79
Berry, Mary E.	4/71-11/76 11/79
Billingsley, Richard C.	11/74-7/76
Bouic, John P.	12/68-11/79
Bowman, William C.	11/74-11/79
Braddock, Blanche E.	11/78-11/79
Braddock, George R.	2/68-11/70
Briggs, Mary Z.	2/66-7/70
Briggs, William H.	2/66-4/71
Brown, Annie	11/70-4/71
Brown, Frederick T.	11/70
Brown, Mary R.	11/79
Browning, Chas. W.	11/66-11/79
Brunett, Maggie	2/66-4/76
Burdett, Mary E.	4/78
Burns, Chas. S.	11/66-7/77
Burton, Susie	11/75-7/76
Butler, William J.	3/70-7/70
Buxton, John P.	11/66-3/70
Byrne, Lucy V.	11/78-11/79
Calvert, Bettie S.	3/70
Calvert, Sallie S.	2/69-2/70
Catlett, Washington	11/76-7/77
Chamberlain, C. Eugene	3/70-7/73
Chandler, Mary D. B.	12/68-11/69
Chappell, John W.	7/79-11/79
Cissell, George O.	11/76-7/77
Clagett, Luther S.	2/66-4/66
Clark, Annie	11/79
Clarke, Joseph N.	11/69-11/70
Clements, Charles B.	12/68-11/79
Cline, Harry C.	11/69-7/74
Coar, Belle [sic] L.	2/66-11/79
Coburn, Elizabeth H.	2/66-12/68
Coffin, Mary P.	11/66-4/67
Collinson, Sallie G.	12/68-7/70
Connell, Helen J.	11/70-2/79
Cooke, Annie E.	2/79-11/79
Cooke, Mary G.	4/66-7/68
Cornell, Cordelia	11/71-11/72
Crawford, Charles W.	12/68-7/79
Criswell, Annie E.	4/68-7/68
Cummings, William E.	11/76-11/78
Dade, William F.	2/67-7/68
Darby, Alice	2/66-2/68
Darby, F. N.	4/73
Darby, Harrison D.	2/66-11/69
Davis, Florence P.	4/78-11/79
Davis, Horace M.	7/76-4/78
Davis, Isaac H.	11/79
Davis, L. A.	4/66
Davis, Malvina V.	11/73-7/76
Davis, Silas W.	11/70-11/79
Dickerson, E. Harvey	2/66-4/66
Donohue, Claudius C.	12/68-7/70
Duley, Emily J.	2/68-4/70
Duley, James P.	7/74
Dutrow, Louisa	3/70

Eastham, Carr F.	11/75-11/79
Etchison, Elisha G.	3/70-7/73
Etchison, Marcellus	11/73-7/77

Fawcett, Martha	7/67-7/74
Fletchall, George W.	11/78-11/79
Fulks, William R.	2/66-7/74

Garrett, Lucy	12/68-11/79
Garrett, Maggie	11/67-7/68
Gartrell, Charles A.	7/76-11/79
Gassaway, John S., Jr.	11/78-7/79
Gibbons, James E.	2/66-4/66
Goottee, Andrew S.	11/66-7/67
Gott, Laura R.	11/75-11/79
Grady, Cyrus	12/68-11/79
Grady, William	11/67-7/77
Green, Annie E.	11/66-2/71
Green, Robert J.	11/73-11/79
Griffin, Mercy A.	2/66-11/79
Griffith, Virginia S.	4/79-7/79

Haddaway, T. Decantur	4/76-4/78
Hallowell, Anne S.	7/76
Hammond, Laura A.	11/79
Hardy, Mary de S.	11/73-11/75
Harkins, John	2/66-4/66
Harper, Mary V.	12/68-7/69
Harriss, Nathan T.	7/68-11/70
Hays, R. G.	11/73-7/76
Hecaton, Maggie M.	7/68-12/70
Henderson, James B.	2/66-4/66
Hickerson, Henry C.	2/66-11/79
Hickerson, Vergil M.	11/75-11/79
Higgins, Charles E.	11/71-7/79
Hill, Charles E.	11/66-7/68
Hine, Joel	2/66-4/66
Hinkley, George	2/66-4/66
Hiteshew, John W.	2/75-4/75
Hobbs, Caroline	2/66-4/66
Hodges, E. Jennie	11/66-11/70
Hodges, G. Thomas	2/71-4/71
Holland, Ernest M.	4/74-11/79
Howard, Lewis B.	2/67-4/67
Hulsizer, A. C.	11/78-7/79
Hungerford, Fannie B.	2/66-7/67
Hungerford, Sophie S.	11/66-7/69
Hurley, Lucinda J.	2/66-4/66

Israel, George W.	2/66-7/72 11/76-7/79

Jenkins, Alethe	11/74-7/76
Johnson, George W.	2/66-2/68
Jones, Fannie C.	2/67-7/67

Keefe, Michael	4/71-4/74
Keefe, William	11/66-7/72
Keene, Joseph R.	2/66
Kemp, J. C. W.	11/66-11/79
Kilgour, Sallie E.	11/66-11/79
Kilgour, Virginia	4/69-4/75

Latimer, Wm. J.	11/67-7/69
Lea, Sallie	11/66-4/67
Leache, Minnie H.	11/66-7/67
Linthicum, Julia	4/69-4/71
Luckett, William F.	11/66-4/67

Magruder, America	2/66-2/71
Marriott, O. C.	11/66-2/67
Martin, Asbury R.	11/74-4/76
Massey, Llewellyn	11/69-7/72
Mathews, Elen A.	2/66
Matlock, Agnes J.	4/77-11/79
Matthews, William	11/71-4/79
Matthews, William, Jr.	2/75-4/75
Maus, Louis M.	11/71-7/72
Maus, Marion P.	11/69-7/70
McClure, Wm. T.	11/66-6/67
McCollom, Mary J.	11/69-11/70
McNair, Robert N.	4/76-7/77
Mendenhall, A. S.	11/67-2/68
Metzger, Alice A.	2/66-4/66
Miller, Corrie O.	4/75
Miller, Mary J.	4/73-7/77
Mills, James W.	7/73-7/74
Mountz, Edmund B.	11/69-11/78
Mullinix, Edward L.	11/73-7/74
Musser, S. M.	4/66
Myers, Annie M.	11/78-11/79
Myers, Lavinia	11/70-7/76

Nelson, Martha A. C.	11/67-11/79
Noland, Benjamin F.	2/77-7/79
Noland, F. G.	7/73-4/75
Noland, Stacy T.	11/67-7/70

Noland, Timothy W. F.	11/72-4/75
Notley, Mattie C.	11/79
Nourse, Charles H.	11/70-7/73
Oates, P. R.	2/66-4/69
Offutt, Lemuel	11/71-7/74
Pace, Wm. H.	11/67-11/79
Packard, Benjamin F.	11/75-4/79
Padgett, Henry O.	11/70-4/71
Parker, John C.	2/66-7/68
Peter, Alexander	11/74-4/75
Peter, Jane A.	11/76-7/77
Petty, Charles G.	7/76-11/79
Petty, William O.	11/74-2/79
Phillips, James E.	11/71-4/78
Phillips, Levi C.	4/72-4/75
Porter, Annie F.	2/69-11/79
Reed, Mary M.	11/70-11/79
Regester, Samuel R., Jr.	11/77-4/78
Remsburg, William T.	4/78-11/79
Rhodes, Charles C.	12/68-7/69
Rhodes, F. V.	11/76-7/77
Rhodes, R. Clarence	7/79
Rhodes, Willis O.	11/75-11/79
Rich, William	2/66-4/66
Richardson, John A.	11/71
Richey, Olin	11/70-7/74
Ritenour, A. B.	12/68-4/78
Robertson, William	11/66-11/67
Sanderson, Joseph	2/71-4/71
Saunders, R. N.	4/67-11/67
Saunders, William	2/66-4/66
Scholl, Chas. E.	11/67-4/71
Sellman, Nannie F.	2/68-4/78
Settle, Joseph A.	11/71-4/75
Shekell, R. Eddie	2/76
Shipley, Nathan	11/66-7/67
Shriner, F. W.	7/70-4/73
Small, Andrew	11/77-11/79
Stabler, Antoinette McF.	11/74-4/76
Starbuck, W. J.	2/69-7/69
Stewart, Mary M.	2/66-4/66
Stone, Mary E.	2/66-12/68
Story, Thomas	4/71-11/79
Surratt, John H.	11/70-2/73
Swope, Mollie E.	11/66-12/68
Taylor. A.	11/74-2/75
Taylor, Kirkbride	11/67-7/68
Thomas, Mary P.	11/69-7/71
Trail, Hannah	11/66
Tucker, James R.	11/73-2/74
Umstead, Georgia A.	11/73-11/79
Veirs, C. R.	11/67
Veirs, Lizzie A.	11/71-7/77
Veirs, Sallie R.	11/73-11/79
Venable, Morton L.	11/73-11/79
Wade, Eliza M.	2/66-7/72
Walters, John A.	11/74-4/76
Warfield, Caleb N.	4/76-11/79
Warfield, Cecilia	2/74-11/79
Waters, Charles H.	11/67-7/70
Waters, O. F.	2/70-7/70
Waters, Thomas	12/68
Watkins, Luther M.	2/66-11/79
Watson, Lydia L.	2/66-11/79
Weaver, Eliza S. C.	11/78-11/70
Weer, Agnes E.	11/70-11/79
Weer, Nannie	11/78
Welsh, A. F.	2/68-7/68
Welsh, Ginnie M.	2/71-4/71
Welsh, Turnor W.	11/75-2/78
Welsh, Warner W.	2/68-7/73
White, Joseph T.	4/78-11/70
White, Richard	11/76-7/79
White, Samuel R.	11/69-11/79
Widmeyer, W. L.	1/78-11/79
Williams, Annie M.	11/72-7/77
Williams, Sherman	2/66-4/66
Williams, Thomas	11/77-11/79
Williams, William J.	11/77-7/79
Wilson, R. Jennie	11/71-7/74
Whitman, Annie E.	11/71-7/72
Woodbridge, George G.	11/74-11/79
Woodbridge, Samuel J.	11/74-11/79
Woodfield, James W.	11/77-11/79
Worley, Lydia W.	11/66-7/67
Young, Ludwick C.	11/73-4/75

A. B. DAVIS AND S. R. WHITE

1880 1888

Formerly Dawsonville Public School

CHAPTER IV

CHAPTER IV. A. B. DAVIS AND S. R. WHITE 1880 to 1888

ORGANIZATION OF NEW BOARD

The general election of 1879 changed the makeup of the judgeships in the circuit which included Frederick and Montgomery Counties. This brought about a complete change in the membership of the Board of School Commissioners. Allen Bowie Davis, Richard T. White, and Henry Renshaw were appointed by the Judges. This brought about a condition which can best be detailed by quoting the *Sentinel* which on January 9, 1880, carried a news story which gave this account:

> Last week when it was first discovered that Judges Bowie and Bouic, by their authority, had made a change in the Board of County School Commissioners no one ever suspected the deposing of Capt. James Anderson from the position of Examiner and Secretary to the Board, as he has filled that position so acceptably to the whole county.
>
> Monday last the rumor of his removal spread over the town and created no little regret.
>
> As is customary on Tuesdays a goodly number of citizens, from the county, of influence and a high appreciation of efficient public officers came to town, and disapproved of the removal after hearing of its contemplation.
>
> Not much time was left for the friends of the Captain to work to impress the new Board that was to meet that morning with the wishes of the people in the matter of the Captain's retention. But before the Board met a petition was drawn up, to be presented to the Board, informing them 'that it was outraging public sentiment to make a change in the Examiner and Secretary' and signed by everybody except three persons whom the petition was presented to, having by the time it was presented to the Board a number of signatures. The petition was unavailing.
>
> The Board met about 10 o'clock and organized with A. B. Davis, Esq., president. The meeting was held in private, and took nearly the whole day. What other business was transacted but a reduction of the Examiner and Secretary's salary from $1,200 to $1,000 and the appointment of Rev. S. R. White, minister of the Baptist church and principal of the primary school, of this town, to succeed Captain Anderson, during the session we have not been able to learn, but surmise it to be that of the routine in connection with the office.
>
> Rev. S. R. White was directly after his appointment informed of it and took a blank bond from the Clerk's office to have it signed by bondsmen. The bond is twenty thousand dollars.
>
> Mr. White is a gentleman well qualified for this responsible position. His long experience as a teacher will give him many advantages in his new field of labor. We merely express the current sentiment of the community in regretting Captain Anderson's removal. In thought, habit, and education he was particularly fitted for the position; and his competency, efficiency, and scholarly attainments are recognized by all. During his long, arduous term of service in the cause of popular education he has labored faithfully, earnestly and conscientiously in the performance of his duty. We extend our warmest wishes for his future welfare and happiness, and wherever his lot may be cast we hope 'his ways may be ways of pleasantness and his paths the paths of peace.'

LOCKED OUT BOARD

The next week a longer story included direct quotes from the Board's Minutes:

> At the close of the meeting of the Board of County School Commissioners for this county it was decided to meet on the next Tuesday, 14th inst., to approve the bond of their new appointee to the position of Secretary, Treasurer and Examiner, who was not ready to bond at the previous meeting. On the appointed day when the members of the board arrived in town, they repaired to the room in the building where all former Boards have met, and found the door locked. At a call upon Capt. Anderson, who was Secretary, Treasurer and Examiner under the old Board, he refused to give up the key and admit them to the room. The Board inquired of the Captain upon what authority he based their exclusion.
>
> He answered that it was done upon the advice of nearly the entire Bar. The Captain and his counsel think the law under which the Board has been appointed is unconstitutional and the course they have pursued will devolve upon the Court the rendition of a decision on the question.
>
> Should the law be decided unconstitutional Capt. A. would hold over in the position until the legislature enacted another law.
>
> The Tax Collectors of the county have been instructed not to pay for the present to the new Board any money levied for educational purposes. This will prevent further business being transacted by the Board and compel it to resort to the Court.
>
> A room was rented in Mrs. Almoney's hotel and the business proceeded with as follows:
>
> Ordered, That the following letter be addressed to Capt. James Anderson, late Sec'ry
>
> Rooms of the County
> School Commissioners
> January 13th, 1880.
>
> To Capt. James Anderson, late Secretary and Treasurer of the School Board.
> Dear Sir:—Mr. Samuel R. White, having been duly elected Secretary, Treasurer and Examiner of this Board, and having duly qualified and bonded according to law, you are hereby notified of the fact, and requested to surrender to him, all books, papers, money, accounts, credits and property belonging to this Board, and his receipt will be good against
>
> Yours Respectfully,
> A. B. Davis, Pres't.
>
> Board of School Commissioners, which was presented by the Secretary and Treasurer (S.R.W.) in form, he (Capt. A.) declined to receive the communication, saying that he did not recognize Mr. A. B. Davis as President of the Board of School Commissioners for Montgomery County.
>
> Ordered, That the order passed last meeting directing the Secretary to communicate the following to the State's Attorney, to wit: To obtain the legal opinion of the State's Attorney for Montgomery County, as to the power of the Board to borrow money and create a debt against the School Board, and as to their obligation to discharge any debt which may have been already created.

Ordered, That the following letter be addressed to the County Commissioners:

> ... If ... the share of any county should prove inadequate for the purposes aforesaid, the County Commissioners of such county, are hereby authorized, empowered, directed and required to levy and collect such a tax upon the assessable property of such county as the Board of County School Commissioners shall designate as sufficient to make good the deficiency. There appears from the late published reports of the late Treasurer to be a large sum due and outstanding in the hands of collectors for the years 1878-'79 (former reports the Board has not had an opportunity to examine.) We beg leave, respectfully, to call your attention to the same, and to urge immediate payment, otherwise the schools will have to be closed for want of funds to keep them open to the full time prescribed by law.
>
> Ordered, That the practice of paying teachers by orders on the collectors is, from this day, to be discontinued and abandoned, and that all claims against the Treasurer and Secretary of the Board of School Commissioners, and that teachers be notified of this order, and requested hereafter, as far as practicable, to apply in person for the settlement of their quarterly dues at the office of the Secretary and Treasurer, of the Board of County School Commissioners.
>
> The Secretary was ordered to pay the insurance on any property of the School Board; also, to rent a room for office purposes. A communication from the Trustees of the Public School of this place was read and approved.
>
> The Treasurer was ordered to deposit any funds that are now or may be on hand in the bank most convenient to teachers and others. Thursday and Saturday of each week were ordered to be days when the Secretary and Treasurer will be in his office for the convenience of teachers and others on business.
>
> Ordered, That the teachers are to loan no books unless by order of a majority of the trustees, and that trustees are to grant such to those *only* who are unable to pay for them——and that all books loaned must be returned to the teacher upon leaving school.
>
> The Secretary was directed to purchase a suitable book to record the proceedings of the Board.
>
> The Board appointed the following Trustees to School No. 8, 3rd election district——Robt. T. Dade and John C. White.
>
> The Board adjourned to Tuesday, Feb. 3rd, unless sooner called by the President of the Board.
>
> Mr. White's bondsmen——J. H. Bogley, R. A. Bogley, S. C. Veirs and S. H. Bouic.

One week later, on January 23, an editorial:

> By reference to the various reports of the secretary, treasurer and examiner of the 'Local School Boards' throughout the State as made to the 'State board' and by them transmitted to the Governor, we find the very gratifying intelligence that during the official term of the board which has just been retired, the public schools of Montgomery County have been kept open as long, if not longer, than those of any county in the State. And that during the entire time of their administration the public schools have not been closed for more than two or three terms, whilst in many of the counties of the State the public schools have been often closed as much as two terms in the scholastic year. Taking into consideration the fact that there are no less than eighty-five schools, (thirty of which they have caused to be constructed, and with but an annual average income of twenty-eight thousand dollars, from which every and all expenses had to be met) they have exhibited very rare executive ability and displayed considerable financial judgment.

> Upon further examination we find that they have furnished a large number of books and stationery to the indigent children of the county, and that upon retiring they leave a debt of a little over four thousand dollars, with ample monies in the hands of the county collectors and State treasurer to meet this demand and run the schools.
>
> 'Well done, good and faithfull servants.'

Another week and Rev. Mr. White gave his story:

> Mr. Editor:—From the many rumors and unjust misrepresentations respecting the new school board and their appointments of secretary, treasurer and examiner, I will thank you to publish the following statement:
>
> April 28th, 1868, nearly twelve years ago, Captain Anderson and I were applicants for secretaryship, etc., in the gift of the school board, composed of five members, who were appointed by the county commissioners. He received *three* votes. Neither I nor my friends blamed him for his efforts to obtain the position, notwithstanding I had *little children* dependent upon me for support, and he an unmarried man. In 1869 I was appointed principal of the public school of this town (preferring to teach than *to beg*), and for eight years or more have taught under a *first grade certificate.* I have been upon the most friendly relations with the old board; often consulted, and with the examiner placed upon *their* committees, and generally did the *work.* The church, which I have so long served, has never given me a support, unaided by other means, and for the last years has been less able than formerly, although I have a much larger family dependent upon me. I have no farm, no money at interest, no home of my own, nothing, save the furniture I may have accumulated in the past eighteen years, and a small amount due me for teaching, which I greatly need. I have given the vigor and energy of the prime of my life to the county, as a citizen and Christian minister, for nearly a quarter of a century, in furthering the interests of the town in which I live, and portions of the county where I have labored. For several years past my health has been failing—afflicted with a disease which the labors of the school room and pulpit tend greatly to aggravate. My physician has more than once told me that I must stop teaching; that my life and health demanded it, hence my effort last summer and fall.
>
> At a meeting of the school board about November last I asked permission to have some painting done upon our school house, when a member of the board replied that, in his judgment, it would not be wise to spend any money in that way; 'then, sir,' said he, 'it would not surprise me if the whole thing was cleaned up by January 1st.' I determined, that if such a thing should take place, I would again apply for the position of secretary, and made known my intentions to a friend, and requested him if he should learn anything of the kind to inform me. I have since learned that several of my friends in different parts of the county have been thinking and talking about the same thing.
>
> Some time in the latter part of December last a friend informed me that he thought certain gentlemen would be appointed as members of the school board; and, without my knowledge, made a visit to one of them, and upon his return informed me that while he was encouraging he was by no means certain that he would support me if he had the opportunity. I wrote to that person, expressing my gratitude for the encouragement, and expressed the hope that he would aid me, if it should ever be in his power. I also wrote to another, expressing myself in a similar manner. I never saw either member of the board until after their appointment and then only two of them, and one of them only the day before the board met on January 8th. To the

other I wrote and asked a friend to see him for me. I never asked a pledge from either of them, nor did I, or any friend, to my knowledge, speak to any member of the court, before the appointment, of my intentions; nor did I, after the appointment, ask or request any communication, directly or indirectly, to any member of the new board from any member of the court. I by no means regarded my success as certain.

On the 6th of January I sent my application. Captain Anderson applied in person and by petition. I was in the school room in the morning; absent from the village (at a funeral) in the afternoon. Upon my return I found a member of the board waiting to inform me of my election. I went to the office of the school board, and, in the presence of all the members, the Hon. A. B. Davis, president, informed me that I had been unanimously elected secretary, etc., was requested to prepare my bond, take charge of the office and its furniture, etc., which was then, and had been since their organization, in their possession, as recorded by Captain Anderson, acting as secretary in the morning session. I asked for time to bond, and suggested, the board assenting, that I loan the key of the office to the late secretary, if he should desire it, to arrange any books, papers, etc. He came into the office after the board adjourned, and I gave the order from the president of the board for books, papers, etc., belonging to the office, telling him the action of the board. He replied that he would like to record some unrecorded proceedings, and with that understanding he took charge of the office until the next meeting of the board, January 13th, the proceedings of that day appearing in the *Sentinel* of the 16th instant.

During last summer the Captain told me he thought of resigning his position because of the financial worry, etc., and indeed, some time previous a member of the old board told me that if Captain Anderson should offer for clerkship [of the court] and succeeded he intended to support me for secretary of the school board. I have thought it proper, in justice to myself and for the information of the people to make this statement. I am willing to abide the verdict of a just and righteous public.

I was not aware that the time had come, in order to obtain a position, one had to get permission of the party holding it, nor did I know that the party holding a position was entitled to it, the greater part of one's natural life, unless by the consent of the majority of the elective power. I flatter myself that with the long experience I have as teacher and working of the public school system, together with the general interest I have in public education, if sustained by the friends of the public schools. I will be able to give entire satisfaction. Having taught for so many years, (my pupils standing higher at the normal school than any from this county) I will know how to sympathize with teachers in their arduous duties of the school room——the importance of the punctual payment of their salaries, for I know they receive less for the amount of labor performed than any other class of employees in public service. And I am sure the new school board has not the remotest idea of reducing the salaries of teachers, but rather propose to use every effort to keep the schools opened for the whole time as required by law, and upon a cash basis, if possible.

[Signed]
S. R. White

On February 6, a partisan contributed:

> Mr. Editor:—-I had hoped not to see in print any account of our school board's unpleasantness, but as the two gentlemen most conspicuous in that transaction have appealed to the public which was the wrong using of trusted power never dreamed of by the Democrats of this county, until they saw it published, which one of them, in your last issue, tries to justify. It was the turning out of a true Democrat and filling his position with one who was willing and made the attempts to run under the independent banner, and it is said solicited the Republican support with the view of trying to defeat the Democratic nominee for the clerkship of the county. Is that the record an office-seeker needs to make him eligible for an appointment to office in this county; if not, where is the justice of turning out one who is being too true a Democrat for these tricky times? Why fill the coveted position with the ringleader of our late agitators, who would not suffer his name to go before our Democratic primaries? How about the reduction of our office-holders pay, such as jurymen and the like that were recommended, while the recommender has his hands deep in the financial crib? Why does he not show his faith by recommending the curtailing of the salaries of the assistant judges, of whom he is one, for it is a poor reform that won't affect the high as well as the picayune ones. I would not be surprised from the way the people express themselves, that at our next judicial primaries they will remove the moat from his eyes so that he can see himself as the people see him. In making a change in our county school board would it not be better to have one commissioner from each district and let them act in the double capacity of commissioner and school trustees, and let each commissioner visit all the schools in his district, which I think would be very satisfactory to the people, I have written the above from feelings of distrust of the actions of those that we have heretofore so implicitly trusted, and have no faith in persistent and stand-by office-seekers. The present one, who has made himself so conspicuous, seems to be a failure as a preacher, too sick to teach school, and no certainty of keeping his present position. But if the Captain should out general him he must in the future be a more consistent Democrat* if he expects the people of this county to stand by him.
>
> [Signed]
> Democrat

On the same date a news story gave the full minutes of the Board. Among them:

> Met at office rented from D. F. Owen at $2½ per month. States Attorney J. B. Henderson declined to give the requested opinion as he was not the legal advisor of the School Board and had been previously consulted by one of the largest creditors of the Board.
>
> ... ...
>
> As the unanimous testimony of this Board, that the forceable occupying of the room and detention of the key of the office of the School Board by the late Sec'y & Treas'r, Capt. James Anderson, tendered him as an act of official courtesy by the new Secretary and Treasurer, Mr. S. R. White, by the advice and approbation of this Board, and who by them had been placed in full possession of the same, was a breach of courtesy, an act of bad faith, a contempt of the Authority of the law, and a trespass upon the property of the County: and is so recorded as a warning to all future incumbents, to avoid a similar usurpation by withholding the usual courtesy hitherto regarded as harmless: and due from the incoming to the retiring [sic] officer.

***Possibly a dig at Capt. Anderson for having tried to get in good with the Republicans.**

> That the act of the late Sec'y & Treas'r is less excusable from the fact, that both in person and by petition he presented himself as a candidate for re-election, and volunteered to act as Sec. pro tem to the new Board, whose authority and legality he thus acknowledged fully or otherwise: this usurpation therefore can only be regarded as an afterthought, the result of his disappointment at his failure of re-election, of the bad advice of those who have forced him into his present illegal and untenable position.
>
> The holding of the Office of Sec'y, Treas'r and Examiner with large financial responsibilities attached thereto, for ten years, under biennial election without renewing his bond, or qualifying according to law, reveals a looseness in business or disregard of legal requirements, and a neglect or ignorance of official duty, which as a precedent it would be as criminal in this Board to sanction by its silence as its existence was neglectful to public duty, and indifferent to the obligations of a solemn and important trust.
>
> Appeared before County Commissioners to point out that the law required 'prompt payment of the quarterly dues' from taxes so that schools should be open for ten months, four quarters of 2½ months each.

On February 20 Captain Anderson gave his side of the story:

... ...

> On the 29th of April, 1868, I was elected secretary, treasurer and examiner of the School Board appointed by the Board of County Commissioners, receiving the support of three out of its five members, one member voting for the Rev. Samuel R. White and one throwing away his vote on Mr. William H. Pace, who was not an applicant. Early in May, I subscribed to the oath of office, filed my bond with the Clerk of the Circuit Court, and entered upon the discharge of my duties. On the 4th day of January, 1870, I was again elected, this time unanimously, by a Board elected by the sovereign people. Acting upon the advice of counsel, this Board informed me that a renewal of my bond was unnecessary, and in the opinion of competent judges this bond is as valid today as it was eleven years ago. I have the same warrant for the belief that the five gentlemen who were elected in November 1869 [sic] constitute the present legitimate School Board, all subsequent appointments by the Circuit Court having been made in violation of the Constitution of the State.
>
> During my term of service, the number of public schools has been more than doubled, while the attendance of pupils has increased in a still larger ratio. A corps of teachers, of which for the most part, any School Board might well feel proud has been gathered around us, and to their efforts is mainly due the educational advancement of the county. The duties of the office have been faithfully and conscientiously administered. An examination of its books and papers will establish the fact that its debits and credits have been correctly audited, and that every cent that has come into my hands has been honestly accounted for. In a word, everything has been done decently and in order, no slanderous resolutions disfiguring the pages of its journal of proceedings.
>
> I will here remark that Mr. White has several times to me, and at least once to Mr. William T. Jones expressed his gratification that he failed to be elected secretary, treasurer and examiner, alleging as a reason therefor that, at the time he was an applicant, he was not aware of the duties and responsibilities of the position. If these duties and responsibilities were appalling when there were only thirty-nine schools in the county, what must they be now when there are eighty-one?

With poverty and ill health in worthy objects all generous natures sympathize, but, unfortunately for my would-be successor, poverty and ill health are not the only qualifications necessary for an examiner of public schools. Scholarship is generally regarded as one of these, and in this particular the reverend gentleman's deficiency will become apparent to any one who will take the trouble to inspect certain examination papers on file in the office of the School Board.

The sixth of January, the day on which Messrs. Davis, White and Renshaw met to resolve themselves into a School Board, was spent by me, in part, in the discharge of the ordinary duties of the office. At the request of Mr. Davis, I gave shape and consistency to a confused mass of six or eight lines in which he had attempted to record the proceedings of his Board. I should cheerfully have performed this or similar service for any other gentleman, little supposing that this trifling act of courtesy would be construed by him as an acknowledgement of the constitutionality of his appointment. If the august president's thoughts had been as wild of wing as to cause him to imagine himself the king of Dahomey,* and, in that capacity, he had called upon me to draft for him a declaration of war against the king of Ashantee,** I would probably have complied with his request, but certainly with no idea of endorsing his pretensions to royalty.

When the gentlemen above named went to dinner, I again entered the office and attended to some further business there, and this I did the third time when they adjourned in the afternoon. At the usual hour for doing so, I locked the door, putting into my pocket the key, which had never been out of my custody. The assertion that I borrowed it carries a falsehood upon its face, for at that time Mr. White was not a sworn or bonded officer of the Board, and he had no more authority in that room or over anything pertaining to it than John Doe or Richard Roe. How could he lend what had not come into his possession, or how could I borrow what had not passed out of mine? The alleged loan occurred on the 6th of January, and he did not subscribe to the oath of office or file his bond until the 13th of the same month.

The belief that the appointment of at least two members of the so-called School Board was made for the purpose of electing the Rev. Samuel R. White secretary, treasurer and examiner rather than for promoting the educational interests of the county is shared by many, and candor compels to admit that this belief appears to have some foundation in fact. As soon as the names of these members were announced, the true intent and meaning of their appointment filled the public mind with indignation. On the day they met to organize, a petition not of my procurement, and which I have not even seen, characterizing their contemplated action as a gross outrage upon public sentiment was signed by every member of the County Commissioners and their clerk; by the Judges of the Orphans' Court and the Register of Wills and his deputy; by the State's Attorney, the Sheriff and three deputies of the Clerk of the Circuit Court; in a word, by every official in attendance at the court-house on that day, and by other prominent and influential gentlemen from every part of the county, and presented to the so-called School Board but it failed to be regarded. This petition was supplemented, as Mr. Allen B. Davis informed me, by a letter addressed to him by the Hon. Richard J. Bowie, one of the two Judges of the Circuit Court whose names are affixed to the order appointing this pseudo Board, in which he expressed the opinion that any change in the office of examiner would prove detrimental to the efficiency of the schools. This letter shared the fate of the petition, the gentlemen to whom it was presented, true to their preconcerted scheme, choosing to gratify the wishes of a faction rather than the wishes of the community at large.

***A West African state founded in the 17th century. The natives were noted for their barbarities, human sacrifice, and cannibalism.**

****A warlike race of Negroes of the Tshi linguistic group who were skilled in cotton weaving, goldbeating, and agriculture.**

> Acting, therefore, upon my own conviction of right, upon the best legal advice accessible to me and in obedience to the demands of public sentiment, I determined to resist the action of the so-called School Board, and to retain possession of the office, unless dispossessed by the highest judicial tribunal of the State.
>
> No one regrets more than I the delay in the payment of teachers' salaries and other debts of the school fund, but it should be borne in mind that my necessities are not less urgent than theirs, while the amount due me as secretary, treasurer and examiner is considerably in excess of the amount due to any teacher.
>
> If the usurping School Board feel for the teachers the solicitude which they profess, why have they not resorted to measures tending to an early adjustment of the present difficulties?
>
> For the first time pending these troubles, I now have it in my power to inaugurate progress, and I assure my fellow-citizens that no efforts on my part will be spared to bring this controversy to a speedy issue.
>
> [Signed]
> James Anderson

Next week both Mr. White and Mr. Davis countered with:

> Mr. Editor:—I wish to say, whether competent of incompetent, in the present opinion of the late examiner for the position so long filled by him, that I am a regular graduate, and hold a diploma of a first-class college; and before I had taught three months in this village, nearly eleven years ago, Captain Anderson, examiner, gave me a first grade certificate, and he has paid me accordingly from the first day I took charge of the school. Now, if the Captain would only take the same pains to explain the facts connected with 'certain examination papers,' as he does to their exhibition to teachers and others, with a view to impair their confidence in me as examiner, there might be some palliation for his unmanly and discourteous use of them. He evidently seeks, from his present untenable position, to expose to public view that which has been regarded by all as confidential between the Board and its Examiner, and the party examined.
>
> Notwithstanding all this he invites the public to 'inspect certain examination papers,' as far back as 1869, said to be on file (?) but he fails to tell the people of the unkind and illegal use he has been and is making of them, as I am informed, by permitting them to leave the office and to be carried to Annapolis, and on Saturday night, January 24th, to be in a public bar-room of this town. O tempora, O mores!*
>
> Chapter XI, sec. 6, of the *Public School Law,* says the secretary 'shall duly file away and safely keep all letters, reports and other papers pertaining to the business of the board,' The by-laws, art. 4, sec. 5, makes it the duty of the examiner to place all such papers on file 'subject to the inspection of the members of the County and State Board or their order.'
>
> [Signed]
> S. R. White

***A famous saying of Cicero, the Roman orator and senator. O, times! O, customs!**

> Mr. Editor:—A word only in reply to the Captain's address to the public in last week's Rockville papers, in which he two or three times uses my name:
>
> *First,* He does not tell 'the whole truth.' In reply to his cordial welcome to me, as a member of the School Board, in which he was pleased to add he 'knew that I took much interest in public education,' he then announced himself as candidate for *re-election* to the office of Secretary, Treasurer and Examiner. I replied I have a letter in your behalf from Judge Bowie; but I will be very frank with you, Captain Anderson, *I do not understand your published accounts;* and then pointed out to him where he charged himself with money which he never received, and disbursed what never came into his hands, and showed him how I would have stated the account, making a difference of nearly $8,000 in the result. He admitted that I was right, but said that the formula of the State Board of Education, which he exhibited, required him to state the accounts as he did—but upon examination neither my colleague, Mr. Richard T. White, who was present, nor I could see it as Captain Anderson stated. In this connection, it is a little singular that nowhere in his published statements does he let the public know the amount of salary attached to the office he fills, sometimes putting it at one sum and the next year at another, no two years of the whole twelve he has been in office, so far as I have been able to see agreeing—sometimes putting opposite the item *salary* $370, another year $309.51, another $400, another $954.82, and so on; I have been obliged to add, in speaking of his accounts, that if Captain Anderson understood bookkeeping, I did not.
>
> *Second,* With the satisfactory manner in which he reviews his own work, I have nothing to say; not feeling willing to disturb the self-complacency which this review appears to afford him.
>
> *Third,* it is true that at the afternoon session, when the *Captain volunteered* to act as Secretary *pro tem,* as heretofore stated, I handed him a few rough minutes of the proceeding in the morning. How far these were confused and gave evidence of my inability to put in shape the organization of such a meeting, is a fact, the truth of which I will not consume the time of a Montgomery jury to establish or gainsay.
>
> *Fourth,* As to the Captain's fling about the King of Dahomey and the tribe of Ashantee, I confess he has the advantage of me. Report says, he has tried his hand on the field of slaughter against his own tribe, a feat to which I am glad to say I never aspired, or was urged to occupy. How many heads he has decapitated history does not record.
>
> *Fifth,* If Captain Anderson possesses the high scholastic qualification he claims, a fact which I by no means feel inclined to dispute, his own first grade certificate as to the qualification of his successor, and his election and retention for eight years as Principal of the largest school in the county, ought to be entitled to some weight and consideration as to his fitness for the office of Examiner for Primary school instruction.
>
> [Signed]
> A. B. Davis

And an anonymous partisan, on the same date, gave his viewpoint:

> Mr. Editor:—What has come across the appointing power with regard to our county schools? I have seen a letter from one of our Circuit Judges, also one from the Rev. S. R. White and Captain Anderson, and a circular all the way from Washington, containing an ingeniously gotten up lampoon, which I see that three or four citizens, by their card in your last issue, are

> fearful may cause the ghost of Banquo to trouble them, which will not down at their bidding. Were there not some discrepancy in the Judge's and Reverend gentleman's letters? The Judge must have forgotten that he was placed in that position of power through democratic suffrage. It was bad enough for him to act as he did, but his lame defense of his appointments makes it look like he was trapped into making them, for after it was done he tried to make old Democrats, who had stood by him through thick and thin, believe that his judicial brother who assisted him in his seven to eight venture, was a good Democrat. If he did not know what to do why did he not call that true and tried Democrat, Judge Lynch, to his aid, and not be seeking after other gods? If he had, I hardly think he would have been made to play the dupe in our school board's embroglio, for there never was a greater farce attempted with less excuse, and if our lawmakers can only see through a glass darkly, they will hasten to remove all these one-man-power appointments. If they are allowed to remain in force, as at present, every trickster who wants an office will follow the example set by our standby and successful office-seeker until he succeeds in carrying his point by hoodwinking some old-time Democrat who may have been put in power by his confiding and unsuspecting constituents. Some people seem to think that this removal of our late worthy school board and examiner is only the first step on the ladder of this secret conclave, which was so closely welded together that even the sacred right of petition could not penetrate its dark fold, as shown by the appointment of one for school examiner against the wishes of the strongest petition that the Democrats of this county could present, it being signed by all the people's representatives at Rockville, who remained true and loyal to that part of the Democratic faith which says the majority must rule. Even that able jurist, the Republican Judge, was too conservative to advocate extremes, and tried by letter to check his wayward brothers' appointees in their suicidal course.
>
> [Signed]
> Democrat

Still in the same issue of the *Sentinel*, a news story tells how the case went into the courts:

> Captain Anderson has been notified by Comptroller Keating that, unless restrained by some legal process in the matter pending between himself and S. R. White, Esq., on or before the 26th. inst., [he is responsible] for the amount of money in the treasury due the school commissioners of Montgomery County.
>
> Captain Anderson in order to bring about an early adjustment of this unfortunate difficulty at once, proceeded to Annapolis and through his counsel, Hon. W. H. Tuck, has filed in the Circuit Court for Anne Arundel County, a bill of injunction, which, among other things, recites that the present law giving to the Judges of the Circuit Court the appointment of School Commissioners is unconstitutional, and that consequently there is no legal Board since that which was elected by the people in 1868, under which said Board he was elected Secretary, etc., and that by virtue of such election he is the only person authorized to execute the duties appertaining to the office of Secretary, Treasurer and Examiner of the Board of School Commissioners in this county.
>
> Judge Miller, of the Circuit Court, has refused to grant the injunction prayed for, and Judge Tuck has taken an appeal. In consequence of this refusal to grant the injunction the Comptroller has concluded to pay over the money to A. B. Davis, Esq., today, Mr. Davis having satisfactorily arranged to return to the Comptroller the same in case the Court of Appeals should reverse Judge Miller's decision.

Mr. Davis was back in print on March 5 to keep the record exactly right:

> Mr. Editor:—Please allow me to correct two errors in your report from Annapolis on the public school question contained in last weeks' *Sentinel:*
>
> 1st. It was Messrs. George Peter and Wm. H. Tuck, not Tuck alone, who notified the Comptroller that they had taken an appeal from Judge Miller's refusal to grant an injunction in the case of Anderson and others vs. Keating, Davis and others——the Montgomery County school question.
>
> 2nd. Mr. Keating did not ask and Mr. Davis did not promise to return the money in the event of the Court of Appeals reversing Judge Miller's refusal as stated in your report. But having heard of the omission, as he stated, to take bond from the Treasurer of the school fund in our county Mr. Keating asked an assurance from Mr. Davis, in writing, that the money, if paid, should be applied to the payment of teachers' salaries as the law directed. This assurance Mr. Davis had no hesitation in giving.
>
> Knowing your desire to be correct in your reports, I send you the above, I hope in time for this week's issue.
>
> Yours respectfully
> A. B. Davis
>
> March 1st, 1880.

References crop up to a paper which was distributed throughout the county giving a side of the story as seen by another anonymous person who used the pen name *Veritas.* Five signers gave their opinion of it in the issue of February 20:

> Mr. Editor:—The contents of a wicked and liberlous paper, signed 'Veritas,' extensively distributed in this county, we pronounce a tissue of falsehoods, and simply an effort——of him who wrote it and of those who aided and encouraged the printing and circulation——to injure us over an irresponsible name.
>
> [Signed]
> R. T. White
> Henry Renshaw
> S. R. White
> R. A. Bogley
> D. H. Bouic

A young teacher jumped into the newspaper displays with his discussion of the facts as he saw them:

> . . .   .
>
> . . . He says, in substance, that Judge Bouic was influenced in some degree to adopt his course in order to make a vacancy for me, the son of his brother. Oh, 'Ve-ri-tas!' You ought not to have said that. I am sorry, 'Veritas,' that you inserted that *fact* in your 'True History,' because, in reality, I know that to be what I do not like to describe in plain words, but it must be done. Well, here it is: *A Falsehood.* Now, 'Veritas,' my knowing *that* one of your statements to be

> *false,* impairs, yea wholly destroys, all my confidence in all the *rest* contained in your 'True History.' In fact, 'Veritas,' to tell you the plain truth, but in a whisper, I believe you are the greatest falsifier––though a *small* man in the county, and I do not believe there is a single truth in all your 'True History,' and that its title is a misnomer, unless the fact that it is destitute of every characteristic of a true history constitutes a claim to the title. I fear, 'Veritas,' you have the 'sore head' or the 'swelled head,' I do not know which, perhaps, both, as you seem to be a double headed, if not a hyrdra-headed monster. If your istincts and sentiments do not restrain you from invading the family circle, ever held sacred by all honorable men, and attempting by misrepresentations and disgusting caricatures, to hold up the members thereof to vulgar ridicule, you ought to select an audience more congenial to your depraved tastes and not impose the display of your performance as a buffoon upon the people at large.
>
> If Judge Bouic does not consider you as too small game––not worth the power––you will have a sore *hide* as well as a swelled head.
>
> Before closing, I wish to publicly express my thanks to the former School Board for their uniform urbanity and courtesy towards me in all our intercourse, and to Mr. Wm. T. Jones and Capt. Anderson, I am especially obliged for the many favors which I have *received* from them, and for which I am most sincerely grateful.
>
> [Signed]
> John P. Bouic

Another writer, who chose to be anonymous, came in with the points against the appointing Judge, the new Examiner, and the questionable residence of the president of this Board:

> ... ...
>
> When our court leaves our own county and its residents and goes all the way to the City of Baltimore to select a gentleman who lives in Baltimore, but votes in Montgomery County, one who has no interest either direct or indirect in our public schools or our people, who has no children to educate, and if he had, would never send them to our public schools to be educated, well may our sensibilities be so shocked as to cry out, O, times! O, customs!
>
> When it is proclaimed under the signature of a responsible party that the Examiner lately selected is not qualified to fill the position; when we are informed that the commissioners who appointed him did not resort to any examination or to use any means to ascertain the qualifications of one to perform the duties of so important a trust, well may we cry out, O, times! O, customs!
>
> It is of very little importance to the public whether Mr. White's examination papers were shown in a court-house or bar-room, the dignity of the one or the levity of the other could have no bearing upon the question as to his competency, and whatever these examination papers show the public are entitled to it. If they show competency in Mr. White then Capt. Anderson has been guilty of a great wrong; if they show his incompetency then the

> Commissioners lately appointed and Mr. White have been guilty of a great wrong and injury to the public for which they are and should be amenable——the Commissioners for appointing him and he for accepting an office which he was incompetent to fill.
>
> [Signed]
> Justitia

Mr. Davis, well-known at the time, for his many letters to the editors on a variety of subjects, took two issues to expound his thoughts on the situation:

> Mr. Editor:——Republican institutions are said to rest upon the virtue and intelligence of the people. To this end, this State with others, has long since adopted a free system of public education supported by general taxation. To arrive at a perfect system, or as nearly so as the state of the question admitted of, several different experiments have been tried.
>
> The first general system was that adopted under the Constitution of 1864——the War Constitution. The main features of this system were a general superintendent of education, a' board of State education and a county superintendent for each district composed of several school districts united.
>
> The Constitution of 1867, the present Constitution of this State, required the next succeeding Legislature to adopt a thorough and efficient system of free public schools——to provide for its maintenance and for the expiration of the present system.
>
> The 43 art. of the Bill of Rights also declares 'That the Legislature ought to encourage . . . the extension of a judicious system of general education.' To give effect to the thorough and judicious system above presented and required by the Constitution, the Act of 1868 was passed vesting in the Board of County Commissioners, without additional compensation, the power to appoint the County School Commissioners to whom the management of the free schools in the several counties of the State was committed and entrusted. This Board was authorized to elect a Treasurer and require him to give ample bond for the faithful discharge of his duties. In 1870 this law was repealed and another passed authorizing the people at the next general election to elect the County School Commissioners and to appoint a Secretary, Treasurer and Examiner, thus entirely retiring the former Treasurer and appointing with additional duties a new one in his place, and also requiring a bond as aforesaid and qualification according to the Constitution.
>
> In 1872 this second law was repealed, and the present school law with the same duties as to County School Commissioners, except that they are to be appointed every two years by the Judges of the Circuit Court, and this law has remained in successful operation and with increased growth and acceptance to the present time. It will thus be seen that the only essential change in the law has been in the mode of the appointment of County School Commissioners, the board to whom in the counties, is committed the practical management and control of the schools and the corporation whom is vested its property: both real and personal. Thus in twelve years in grasping after the most 'thorough and judicious' system as required by the Constitution and Bill of Rights three different plans have been tried, viz: That by the appointment by the County Commissioners, which lasted two years; that by election by the people, which lasted but two years, and that under which it has flourished and increased most——by the Judges of the Circuit Court——which is still in existence and which has lasted for eight years.

> ... ...
>
> The power of the Judges cease [sic] with the appointment. The Court has no further influence and control over the School Commissioners. They are not to report to the Court, nor has the Court any supervision over their acts. That is reserved to the State Board of Education. The Legislature has in effect said that experience has shown that popular elections, nor County Commissioners have been able to manage wisely and judiciously the public schools. We do not think either the Governor or the legislative body can do any better. But the Judges of the Court from the nature of their appointments and the nature of their duties, their better opportunities of knowing the class of people, in each of the counties, from whom School Commissioners ought to be taken, from their frequent attendance at Court two or three times in each year enables them once in two years to perform this very light, but to the community, very important duty. We, therefore, ask you for the good of the people and the welfare of the rising generation to make this appointment. No penalty is imposed for doing or not doing this work, and no responsibility is incurred. Simply to do what the State has found it impossible through or by other means, wisely and judiciously to perform that is all that there is about it, or all that can be expected. To you, therefore, in confidence is committed the selection and appointment of County School Commissioners.
>
> [Signed]
> A. B. D.

Mr. Davis in his second letter observed:

> ... ...
>
> Upon one occasion in conversation with the head teacher of the Preparatory department [of the Maryland Agricultural College], which was considerably the largest class in the college, I asked how the boys stood and were grounded who came into the college from the public schools of the State. His reply was, as a rule they were poorly grounded; they had in many cases, not learned the first principles of an English education; there were many who had a little smattering of Latin, French, or German, or of Philosophy, Botany or Geology, or a little of Chemistry, Mathematics and Trigonometry, but who could not spell, read or write correctly, and were wholly deficient in the practical branches of common Arithmetic.
>
> I asked myself the question, is this the system for which our State has so generously provided, and for which the people are so heavily taxed? This information, from a gentleman, a graduate of St. John's College, and so well qualified to speak upon the subject, convinced me that our primary school system was either radically defective in construction or in administration, and when the situation of Commissioner of primary schools was offered me, last winter, I accepted it only (as those with whom I conversed will bear me witness) because of the opportunity it gave to look into the practical working of the system, to see if there were defects in its organization or administration, and if so, to learn how either or both could be remedied or improved. This examination very soon brought me to the conclusion that there was more to be corrected in the management of the schools and school fund than in a change of the law under which the system was established. Hence the decided steps which have been taken by the present board (my honorable colleagues, I am proud to say, cordially uniting with me in this course) in the collection and payment of the county fund, which already promises good results, and which, together with the State fund, is the foundation upon which the system must stand or fall.

> This much for a beginning; but how we have been thwarted and embarrassed, and the teachers disappointed and deprived of their quarterly dues and hard-earned salaries, the public already know. This disappointment, hard as it is upon the teachers, who are the greatest sufferers, and whose patience entitles them to the sympathy of the public, may yet lead to some good. It has already proved that we have enough law on the subject, for of all the many changes proposed in the present Legislature, none go farther than to change the mode of appointing County School Commissioners. It is true, this is a very important change, for the practical management of the school hinges upon the good or bad appointments in filling the office.
>
> The present mode of filling the office of County School Commissioners by the Judges of the Circuit Courts in the several counties has resulted generally in proper appointments, from a better understanding and greater degree of significance given to the words, for the first time put into the 43d Article of the Bill of Rights of the Constitution of 1867, viz.: The Legislature ought to encourage 'a judicious system of general education.' These words do not occur either in the Constitution of 1850 or that of 1864. They were purposely and for an object put into the Constitution of 1867.
>
> ... ...
>
> Against the plain requirement of the Constitution and the authority directly conferred upon the Judges of the Circuit Court, as above shown, it becomes necessary, as was shown last week, for those who deny the constitutionality of the act of 1872 to point it out. This has not yet been done, and I will venture to add that it cannot be done. Against this assertion we have the adjudication of the Circuit Court of Anne Arundel county in the mandamus school case against the Comptroller from Prince George's county. The adjudication the other day by Judges Alvey and Motter of the Allegany school case, and the refusal of Judge Miller to entertain even the Montgomery case brought before him on this very ground.
>
> ... ...
>
> I trust that I have said enough to show that there was not only precedent for the action of the Judges of the Circuit Court as has been the case in every county of the State for the last eight years, but also that provision was made in the present Constitution for their selection by the Legislature, and that there was propriety and wisdom in that selection.
>
> [Signed]
> A. B. D.

A writer who chose to use a fictitious name satirically poked at Mr. Davis while eulogizing Captain Anderson:

> ... ...
>
> I will call your attention to the first act of the Board now fighting for the *de facto* and *de jure* existence. The shibboleth of the worthy President of the embroyonic [sic] board is and has been *reform.* If this pure motive alone was the mainspring of action, why in the name of common sense was a man decapitated who could have been their ablest abettor in these very premises? This office was purely executive, and with a nod and bow Capt. A. must have carried out their every edict. He had passed through twelve years of arduous devotion to the cause, and was acknowledged on all sides to be the *right man* in the *right place.* His retention would

have appeared indispensable if the *real* good of the schools were the sole animus of the 'newly created.' Now let me explain this summary decapitation in my old-fasioned way. Two of the *newly created,* it is said, had already been ripened for the transaction; now, how did it happen that the third, armed with a letter in favor of Capt. A., from the very man who had appointed him, (and by the way one of the purest men in our county,) struck boldly for the removal of that gentleman?

It is generally reported throughout the county that the presiding officer of the 'newly created' *favors free education* only in *curtailed* and *restricted* form; that his *opposition* to the Normal School is *bold* and *outspoken.* If this be true, then the decapitation of Capt. A. is readily explained. He represents the very antipodes of such a hallucination, *and never yet was clay in the hands of the potter.* Blue, white, black and gray spirits may mix and mingle, but no such discordancy as Capt. Anderson was wanted in that harmonic circle, where all will go merry as a marriage bell, attuned by *one* symphonic hand. Then let Capt. A. that learned and gifted man—–ordained by high Olympus the peer of any man in that capacity—–weighed in the balance and never found wanting—–must be removed. Why? Because his well-known broad view on education were heterodoxy in the eyes of the *'newly created.'* I ignore the 'bosh' concerning his official accounts, and so do all *my children.*

Must I accept it as a fact that the man who is to preside over the future of our schools holds that the three R's, reading, 'riting and 'rithmetic, shall constitute all that shall be *doled out* to the children of our honest yeomanry and mechanics? Must this be their pabulum, while the sons and daughters of men like him, lave in that goodly stream that flows through College curriculum and Seminary green? Shall the diamond *hid in the rubbish* never sparkle in the genial sunshine? Would you cause that stream to flow backward that gave us Ben Franklin, Patrick Henry, Henry Clay and Andrew Johnson?

> Let not ambition mock their useful toil,
> Their homely joys and destiny obscure;
> Nor Grandeur hear with a disdainful smile,
> The short but simple annals of the poor. . . .

. . .   .

Suppose, instead of a Baptist minister, either Father Cunningham or Burche, Catholic priests of this county, had been selected for the Examinership, what howl there would have been all along the line—–and especially rattling among the old dry Know-Nothing bones. 'O, Tempora! O, Mores! Vide; Montes parturiunt et mascitur ridiculus mus.'*

Yours truly,

R. E. Hersche

This letter-writing to the *Sentinel* editor continued all that summer of 1880. It contains much irony, satire, and insinuation and is often written in the florid, verbose style of the period, replete with quotations and Latin phrases. It became repititious and further citations are omitted here.

---

*O, Times! O, Customs! Look; the mountains labor and a laughable mouse is produced. A loose translation: Look; a great cry and little wool; or a lot of noise and nothing comes of it.

Because the funds of the School Board were so short, no textbooks could be purchased; but Owen's Drugstore in Rockville advertised that it would "keep on hand a general assortment of the same which will be sold at lowest prices." There was considerable discussion over obtaining the state funds. Word was received in Rockville that if the secretary, Mr. White, would come in person to Annapolis he could receive the money from the State Comptroller, Thomas J. Keating. The Board thought this was unfair since no other county examiner was required to make such a trip. Then the letter-writers got busy, some denying that any such request from Annapolis was ever made. Mr. White showed the editor two letters from a Montgomery Delegate making the request and said it was done at the suggestion of both the governor and the comptroller.

At one Board meeting Mr. Davis pointed out that up to ten of the land titles held by the School Board were improperly done in that the official corporate name was not used. Again, the letters piled up all using fictitious signatures but claiming to be or to quote "very respectable" lawyers. Whatever happened to the deeds is not shown, but many years later some unusual things turned up regarding early school sites and the clearness of the titles thereto.

In July, the School Board officially wrote to the County Commissioners stating that it was informed that "the key of the late School Board . . . so long withheld by the late Secretary and Treasurer, has been surrendered to the County Commissioners." Its return was most respectfully requested.

Two actions of this Board in the summer of 1880 had long-continued effects on the educational system of the county. At the August meeting, it was decided to accede to the request of the colored teachers "to enable them to increase and supplement the salary allowed them by the wages of labor——and to give to parents more time to teach their children how to work" by lengthening the summer vacation period. The Board cited the school law which said "the remaining month of vacation shall be fixed and designated . . . to subserve the convenience and advantage of their respective counties." Summer vacation for colored schools was extended to the first Monday in October without reducing the annual pay of teachers. This shorter year for colored pupils was continued for over 50 years.

TEACHERS' ASSOCIATION FORMED

Their second action was the encouragement of the formation of a Teachers' Association which took place on the same date, August 3, 1880. Under the temporary chairmanship of James E. Phillips, then teaching at Oak Hill near Edward's Ferry, an election resulted in the choice for president of E. L. Amiss from a school near Gaithersburg. The vice-president was M. L. Venable from near Bethesda; and the secretary was Joseph Armstrong, just appointed principal of Rockville to replace Rev. Mr. White. The association became very active under this Board, meeting on the last day of each quarter, which happened to be payday. The first committee, on constitution and by-laws, was made to consist of J. C. W. Kemp, Luther M. Watkins, and James M. Warfield. All of these teachers had long and successful teaching careers. Mr. Amiss resigned in 1903 after many years at Middlebrook school. Mr. Venable left Montgomery County after a few years to become principal of a girls' school in South Carolina. Mr. Kemp continued until after the turn of the century in schools in old Second District and, after its formation, in Damascus District. Mr. Watkins made old Mt. Radnor, north of Damascus, a school of fine reputation until it was moved into the village, after which he taught at Cedar Grove and a few other up-county locations.

When the Board came out with its annual statement in November, the *Sentinel* editor was deeply hurt that the advertisement was placed only in the pages of his rival, the *Advocate*. There are many references to this paper, but its files seem not to have been kept. After three issues of arguing over circulation numbers and advertising rates, the matter was dropped. The *Sentinel* did publish two lines which showed that receipts and disbursements of the Board balanced at $23,207.66.

Mr. White reported to the State Board for the year ending September 30, 1880:

> The report from this county is necessarily incomplete, as the books, papers, and accounts are still withheld from this board by the late secretary. Notwithstanding the great embarrassments it will be seen that the schools show advancement; and when the present obstructions are removed the board is sanguine of continued if not increased interest, on the part of the people. The secretary has labored under serious disadvantages in not having anything to guide him—of his predecessor's books, papers, &c. It will be impossible to continue the schools longer than *three* terms—cause the insufficiency of funds, as the Board is determined not to encumber itself with a debt.
>
> The old debt as far as can be ascertained amounts to about $13,000.

This Board in its Minutes of this troubled year reports many details. They rented an office in the local drug store building for $2.50 a month. They feuded with other county offices, particularly with States Attorney J. B. Henderson who refused them legal services as he was not their counsel by law and had already advised their largest creditor.

They decided to keep schools until June 30 with the understanding that teachers would accept certificates of indebtedness to be paid out of the first money available to the Board.

They declared that this Board was "bound both in law and honor" to pay all legal obligations of the past and present boards "any rumor or insinuation to the contrary notwithstanding."

They regretted two actions of the County Commissioners when they levied only $14,000 for schools and (1) recommended that the Board sue collectors for any shortages in tax receipts and (2) pointed out that no law authorized the County Commissioners to furnish space for a School Board office. The School Board pointed out that their predecessor's suit against a collector "was a case producing so little fruit and barren of results."

They warned Captain Anderson and the public that he was improperly performing certain functions of the treasurer and cited in detail five specific actions of his.

They established a pay scale for colored teachers whereby the Board would pay no salary for less than 15 pupils in average daily attendance, then:

> 15 to 20 in attendance—$40 per quarter
> 20 to 25 in attendance— 45 per quarter
> 25 to 35 in attendance— 50 per quarter
> 35 to 45 in attendance— 60 per quarter
> 45 to 50 in attendance— 75 per quarter
> All incidentals, fuel, books must be paid by the patrons of each school or taken from the amounts allotted for teacher's salary.

They examined 47 white and seven colored teachers and announced the issuance of 16 first-grade and 28 second-grade certificates after requiring a passing percentage of 95 for first grade first class, 85 for first grade second class, or in the second grade round 95 for first class, 85 for second, and 75 for third. According to class, certificates were good for three years in first and on down to one year for third.

They made Boyds, Poolesville, and Rockville colored two-teacher schools. They suspended the trustees at Hyattstown but did not record the reason. In February, 1881, "owing to the want of funds the Schools be closed at the expiration of one-half of the Spring Term––10th. of March '81––and as an inducement to White Schools to be continued to the 15th. of April '81, the Board hereby obligates itself to pay the sum of twenty dollars to each School kept open, the teacher of each School arranging with the patrons accordingly. And any Col'd School kept open till 15th. of April '81 by reporting to this Board be paid for the same not over three dollars each."

At last, on December 24, 1880, the *Sentinel* copied from the Baltimore *Sun* the following story:

> Judge Irving delivered the opinion of the Court of Appeals to-day in the well-known Montgomery county school board case, involving, as was thought, the right of Circuit judges to appoint county school commissioners. The appellants, Samuel Jones, claiming to be president of the county school commissioners of Montgomery county, and James Anderson, claiming to be secretary and examiner of the board, suing for themselves and in behalf of divers of the citizens of Montgomery county; that they qualified and the said Jones was elected president of the board. It was charged that on January 4, 1870, James Anderson was elected secretary and examiner; also, that a certain Allen B. Davis, Richard T. White and Hy. Renshaw, of said county, now claim to be school commissioners, under appointment made by the circuit judges of that county on the 27th day of December, 1879, and that one Samuel R. White claims to be secretary, treasurer and examiner under election of the last-named persons. The bill also claims that the acts of 1870, chap. 311, and 1872, chap. 377, under which this board claims appointment, are unconstitutional and void, and so is the appointment of White; although it admits that one of the complainants, Samuel Jones, acted as president of the board in 1872, 1874, 1876, 1878, successively, under an appointment as commissioner, and that James Anderson acted as examiner under the appointment of the board appointed by the circuit judges but it is alleged that he never bonded as such, always denying the right of the judges of appointment of school commissioners, and they claim that they have never precluded themselves by these acts from denying the constitutional right of the judges to make said appointments. The prayer of the bill is for an injunction to restrain Allen B. Davis, R. T. White and Hy. Renshaw from acting as commissioners, and Samuel R. White as examiner of Montgomery county, and to prevent Thomas J. Keating, State Comptroller, from paying over to said examiner and treasurer money due for school purposes. The Circuit Court for Anne Arundel county refused the injunction; hence the appeal. The complainants theory is that they hold over under chap. 2, sec. 1, act of 1868, chap. 407, until their successors are appointed. The appellees contend that the appellants are not the proper parties to sue, but the board. The corporation, as a whole, must assert its right in the premises. The court summarily disposes of Mr. Jones in one sentence: 'This objection seems to be well taken so far as the complainant, Samuel Jones, is concerned.' Mr. Anderson's plea that he, having never bonded afresh under the new board, holds over under the act of 1868, the court will not admit also, but says: 'His acts estop him from making such claims.' He admits his appointment by the board, that he kept the records, and as such must have entered his own appointment from time to time and done other acts, and recorded the election of his successor, and thus must be held as having attained to the new board in 1872, and from time to time afterwards. The fact that he has not bonded cannot affect one way or the other. He cannot avail himself of his own laches.* The order of the court below refusing the injunction is affirmed, with costs, and the bill is dismissed. Not finding it necessary to reach the constitutional question to decide the case the court, with its usual course, has bolted on the preliminary issues, and left the main one untouched.

---

*Neglect to do a thing at the proper time.

At the School Board meeting on January 4, 1881, instead of burying the hatchet, it drafted a long letter to the County Commissioners which served mainly to keep the pot of discord boiling still longer:

> On the 27th of December, 1879, the undersigned were appointed County School Commissioners of this County by the Honorable, the Judges of the Circuit Court. On the 6th of January 1880, the undersigned met in the room occupied by our predecessors: (we believe ever since the public Schools had been in existence, and wherein we found a large supply of school books), qualified and organized according to law, and elected a Secretary, Treasurer and Examiner and then adjourned to the 13th inst., to give the new Treasurer an opportunity to bond and qualify which duty he duly performed.
>
> On assembling on the 13th inst., pursuant to adjournment, the first information upon coming in the town of Rockville was the announcement, that the office, (containing the School books, papers, records and property of the public Schools of the County), was locked and access thereto denied by the Secretary and Treasurer, James Anderson. Upon ascertaining such to be the fact, and seeing the anarchy and confusion into which the public schools would be thrown by a failure upon their part, the undersigned immediately rented a room at the Hotel, and improvised it into an office and at once preceeded [sic] to business, as if no interruption had taken place. . . . The next step was to deprive this Board of the means of conducting the Schools, by notifying the Comptroller of the State, and the Collectors in the County, not to pay any money into its hands, or into the hands of the Treasurer, duly elected and bonded.
>
> From the fact, that the leading counsel and advisor in all these remarkable proceedings was the Senator from the County, and a lawyer of considerable practice, this latter movement for a time had its effect, and for nearly three months this Board was without a dollar either to pay the pressing debt of its predecessors, or the just pecuniary and urgent demands of about (90) ninety teachers; thus depriving the latter of their salary, and the poorer children of the County of the books necessary for their instruction. But not a school was permitted to stop. The next movement was to induce us voluntarily to go into Court to settle our rights. This we declined. Then with a flourish of trumpets the legislature was appealed to. This also failed. And lastly the Circuit Court of Anne Arundel County, a foreign District Court, was applied to to enjoin us from receiving the money appropriated by the State for the use of the Schools in Montgomery County, or from discharging the functions of the office to which we had been appointed by the Honorable, the Judges of the Circuit Court. To such an application, His Honor Judge Miller without waiting to hear a single word of objection on our part, gave a prompt and flat denial. Not content with this, and as if determined either to destroy themselves or the Schools, they had the rashness to enter an appeal from Judge Miller's refusal, to the Court of Appeals.
>
> As the questions raised by the counsel for Messrs. Samuel Jones and James Anderson, the complainants in the cause, involved the integrity and threatened the perpetuity of the whole public School system of the State, as well as that of Montgomery County, the undersigned felt the weight and expensibility [sic] thus thrown upon them to see that no harm should befall the public Schools through their neglect. They deemed it their duty, at whatever cost to employ able counsel in the Appellate Court at Annapolis. The several impediments causing delay, uncertainty and great embarrassment necessarily caused very considerably increased expense and cost to this Board.

> Neither the Schools nor this Board are responsible for the increased expense; it has in *no single instance* been the aggressor, but has all the time remained on the defensive. The Schools are poor, many of the School-houses are out of repair and need renovation, many more unfenced, unfurnished and without the outdoor appendages which decency as well as the law requires. Under these circumstances to take from the School fund, a fund sacredly pledged to educational purposes, a sum sufficient to pay all these needless and unprovided extra expenses would be an act of gross injustice and opprobrious. The effect would be to diminish the teachers' salaries––but scantily paid at best and to abstract that amount from the fund out of which the children are supplied with books and the School houses repaired and made comfortable for their use and accommodation. . . . *Even to this day* your Honorable Board has failed (as the law brought to your notice on the 8th of June last imperatively required, and the order of your predecessors making provision for the same) to provide a room in which this Board should meet to transact its business, notwithstanding the key to the office was surrendered to you by the late Secretary, Capt. Anderson.
>
> You are charged with the duty of paying all just claims against the County. . . .
>
> As a precedent and justification for the payment of this bill should one be wanted in addition to that already cited, we respectfully refer you to the decision of the Court of Appeals in dismissing the (suit) bill of complaint of Samuel Jones and James Anderson vs. A. B. Davis, R. T. White and Henry Renshaw, wherein the whole cost of the case––a question entirely within the discretion of the Court––was thrown upon the complainants, Messrs. Jones and Anderson.
>
> Amount of Extra Expense of School Board from Jany 13th/80 to Jany 4th/81.

To cash for cleaning room and putting up stove	.80
To pipe and collar for do	.35
To 1 stove	8.00
To 1 table and 4 chairs	7.85
To Seal	8.00
To Blank book	3.90
To 2 book cases	7.25
To Insurance on books	13.00
To Wm. Grady for Redistricting Schools	50.00
To fuel to date	5.25
To cash paid Messrs. Randall and Phelps in suit defending––James Anderson	200.00
To cash paid Note and Interest of old Board in Bank	873.83
To Office rent (12 mos)	30.00
	$1,207.93

> And the undersigned most respectfully subscribe themselves,
> Yr. ob't servants,
> A. B. Davis
> R. T. Davis
> Henry Renshaw

Under date of March 1, 1881, the County Commissioners formally notified the School Board that:

> Ordered this day by the County Commissioners: the room over the old clerk's office, known as the Office of the School Board be and the same is hereby appropriated for the use of the

> School Board. The key of said room is herewith enclosed to Sec. S. R. White, Treasurer of said Board. And it is further ordered the County Commissioners will not pay rent for the room now occupied by the School Board after this date.

At its meeting on March 8, 1881, the Board formally opened the room and carefully inventoried the contents, pricing them at $256.44. This was mostly in textbooks; but they also listed 24 globes, 45 slates, 3 boxes official envelopes, ½ ream official notepaper, 1 and 1/8 box steel pens, 3 dozen inkwells, 15 boxes slate pencils, 6 chairs, 1 table, and 1 stove. It is intriguing to compare this inventory with today's Central Office equipment and warehouse stores.

The source or basic background of the long dispute and consequent disruption of the school system was the (Democrat-Republican) split of Montgomery Countians over the Civil War and the long time it took for wounds to heal. An unidentified *Sentinel* writer summed it up on January 6, 1882:

> It is a matter of congratulation that the vexed question of the appointment of the Board of County School Commissioners has been settled with such unanimity by the Court, it being the first time (as I am informed) that such has been the case by a unanimous Court, even the two Judges from Frederick evincing such an interest in our county as to unite in these appointments.
>
> I am pleased to see that politics has been eschewed in these appointments at last. The appointment of Mr. A. B. Davis should doubtless give great satisfaction to the Republican party of this county, for there was no man in the county worked more earnestly to defeat George Peter, Esq., for the Senate than did Mr. Davis. His efforts were untiring in this behalf, and his garrulous articles in the *Independent Montgomerian,* under the *nom de plume* of 'Vox Pupuli,' in opposing the position of Mr. Peter on the questions of the school law and taxing mortgages displayed such erudition as of themselves would commend him in the strongest terms to the consideration of the Court.
>
> I am also pleased to see such a display of Christian charity on the part of our Judge for this county. Only a few years past the English lexicon could not furnish words adequate to a proper condemnation of Mr. Davis on his part, and how well I remember when this Judge charged that the same Mr. Davis was the cause of his and the still honored and lamented John Brewer's imprisonment by the redoubtable General Banks.
>
> When we consider all these things, the Christian virtue of charity displayed in this appointment must certainly be taken as a faint light of that millenium which is now coloring the horizon previous to its full blaze of light, wherein the enmities and strifes of this present wicked world are to be forever buried and hidden.

The Board had finished out its two-year term by:

> Closing out its help for a private school operated in the home of T. R. Hall at Poolesville.
>
> Selling the school at Potomac Chapel and relocating just to the west of the cross roads (present site of Potomac Elementary School).
>
> Ordering that Friday be allowed teachers, without a deduction in pay, to attend the meeting of the Teachers' Association.

Requesting a levy of $17,000 for school support, plus funds for new buildings at Gaithersburg, Forest Glen, Horse Pen, and "near Wm. Manakees."

Worked out, through the counsel of the former Board, two financial problems: (1) the judgment against former collectors and (2) payments made by the counsel, reported to have included a personal account of the former secretary.

Accepted a plan of N. J. Walker whereby Gaithersburg citizens would furnish money to build an upper story in the school there and be given use of it until such time as it was needed for school purposes, when the citizens would be repaid their donations without interest. (This building burned some years later.)

Requested each teacher to obtain not less than 20 signatures to a petition with a view of arranging to pay off the school indebtedness.

DEFICIT IN SCHOOL FUNDS

This matter of the school debt took up much time and brought about some compromise for settlement. One citizen charged that the debt was caused by erroneous expenditures:

> When about ten years ago a law was enacted by our Legislature for organizing colored schools and providing for their support, not a word was said about the source from which the funds for this purpose were to be derived, and it was the evident meaning and intention of the law that they should be drawn from the general treasury of the State. The Comptroller, however, entertained, or at least acted upon a different opinion, and this appropriation has from year to year been taken from the white school fund until this fund has suffered, from this misapplication, to the extent of nearly a million dollars.
>
> The writer of this does not object to the education of the colored race; on the contrary, he favors it most heartily, even when it is done at the public expense, but he insists that it should be done with money drawn from the general treasury, and not from a fund which cannot be diminished without detriment to our children.
>
> A few years since, suit was instituted in the Circuit Court of Anne Arundel County by the School Board of Prince George's, and a judgment was obtained for the full amount taken from the school fund and applied to the colored schools of the latter county. In delivering the opinion of the Court, Chief Judge Miller declared that the Comptroller had no more authority to apply any part of the school fund to the support of the colored schools than he had to pay the salaries of the judiciary out of that fund.
>
> The sums thus abstracted from the white school fund for the support of the colored schools of this county up to the present time make a total of $35,742.03. If, then, what is due from the School Board ought to draw interest, this sum ought also to draw interest, and assuming this debt to be what it is represented to be the account correctly stated stands thus:

Amount due to the School Board	$45,181.05
Amount due from the School Board	19,500.00
Balance due to the School Board	25,681.05

> This, in a few words, is the true state of the case, and I appeal to our members of the Legislature, in the name of the taxpayers of the county, to give no countenance to any petition to authorize the Board of County Commissioners to levy money to pay off this alleged indebtedness. There is, as it has been shown, no such indebtedness in the true meaning of the word, but a sum of money considerably more than twice the amount of this reputed debt is, or ought to be, in the State Treasury due to the School Board of this county, with a judgment on record at Annapolis for its payment. This money has been illegally withheld, but it is ours, and the people of this county have a right to expect, nay, to demand that our representatives in the Legislature will leave no effort untried to recover and restore it to its legitimate purpose.

The basic facts of this school debt are most clearly shown in an exchange of letters:

> We the undersigned Senators and members of the House of Delegates from Montgomery County, Md., impressed with the responsibility of our position and our duty to the people of our county, and having by petition been asked to bond said county for a large sum to pay a school debt respectfully ask that we be furnished with the following information——viz:
>
> 1st. When and by whom was this debt created? Give year.
> 2nd. Under what law was said debt authorized? Give chapter, etc.
> 3rd. Does this amount include any item of interest, if so how much?
> 4th. Do your books show details of this debt, if not, how was the amount arrived at?
> 5th. Give us any other details in your power by which we can arrive at an intelligent conclusion.
>
> Very truly,
> Jos. T. Moore
> Joseph Dyson
> John MacDonald
> Thos. Waters of S.
>
> Office Board School Commissioners
> Montgomery County
> Rockville, Md., Jan 14th, 1882
>
> To the Honorable Senator and Members of the House of Delegates from Montgomery County, Md.
>
> Gentlemen:——Your communication, of the 12th, asking information concerning the late school debt, is before me. In reply to your query——viz: 'When and by whom was this debt created?'
>
> The records of this office, May 1868, show that the sum of $4077 was due to teachers and others, with only $902 in the Treasury when R. M. Williams, Secretary and Treasurer, surrendered the books to Capt. James Anderson, Secretary and Treasurer to the Board appointed by the County Commissioners of that year, consisting of Messrs. William Musser, B. B. Crawford, Wm. T. Jones, R. W. Burche and Samuel Jones. That Board began its administration with a debt of $3,174——and was in office until 1870——when it was displaced by the election of a Board by the people——consisting of Messrs. Samuel Jones, S. W. Davis, Ed. Lewis, Isaac Young and Thos. Waters of S. The proceedings of the organization of that Board, show that the state of the finances was discussed, but no statement, in figures, of the amount of the indebtedness.

In January 1872, the Board was appointed by the Circuit Court, viz: Messrs. Samuel Jones, W. M. Talbott and Wm. T. Jones, who held office until January 1880. At the organization, January 1872, the proceedings make no mention of the finances. In June 1873 the Board asked for a levy of $15,000 for school purposes. In June 1874, $19,862. In June 1875, $23,166. In June 1876, $20,000. In June 1878, $18,300. It appears from the records that the annual expenditures exceeded the annual levy, which generally ranged from $12,000 to $15,000, (except perhaps one year $18,000). With two or three exceptions, the schools were kept open four terms, thereby necessitating an annual deficiency, thus increased to its present proportions.

The indebtedness, referred to in the petition, then seems to have resulted from the annual expenditures for schools exceeding the annual levies for the purpose. It consists of notes of the late Board borrowed money, $4,100—–orders drawn on and accepted by the Board from teachers, certificates of indebtedness officially signed, and a few open accounts, and all these, with a few exceptions, are in the hands of teachers, merchants and farmers of this county. I have recorded in a ledger with names, dates and what each claim consists, as reported to the County Commissioners last June—–amount $18,253. Since then a few others have been presented, which with interest added will make the amount as reported in the petition.

2nd. 'Under what law was said debt authorized?'

If any it was the 'By-law' of State Board of Education, Art. 2, Sec. 6. In my judgment, it was not intended by that 'By-Law' to go beyond the annual income, but only anticipate it.

3rd. 'Does this amount include any item of interest?'

Answered under the first query.

4th. 'Do your books show details of this debt?'

When requested to audit the books and report the indebtedness, I found upon examination that it could not be done. At the suggestion of a member of the late Board I advertised in the county papers. As the several claims were presented, I examined and compared them with the records, (teachers quarterly reports and a journal of proceedings), and found them generally to be correct, as per entries made.

Of this indebtedness, $1,000 is claimed by the late Secretary and Treasurer as due him. He made this verbal statement January 6th, 1880, but up to this date he has not presented his account, nor can I tell, unless I examine the receipts and disbursements page by page for the twelve years he was in office. Of its correctness I have no reason to doubt.

Yours, &c.,
S. R. White, Secretary

FIRST SCHOOL BOND ISSUE

One County Commissioner, George T. Waters, opposed the issuance of bonds in a statement wherein he took a stand that seems odd by today's methods:

> As I understand there is a strong move to have county bonds issued to pay the school debt, and it is I think the almost unanimous wish of our tax-payers that it should be paid, if it will

> be wise for the Legislature to pass an act legalizing the school debt, yet at the same time I do not think there is any necessity to issue bonds to pay it. Our county has just paid off the last of the bonds issued some years ago, and it is proposed to issue bonds again to the amount of $19,500 to pay the school debt. This is a large amount of bonded indebtedness to commence with, as no doubt if the petition to the Legislature is granted it will be the entering wedge for more bonds hereafter on any reasonable excuse that may occur. Almost every city, State and county of any note have their bonded indebtedness and many persons in our county seem more anxious to have bonds issued on the tax-payers to pay the debt than to pay it by direct levy and thus have no county debt. Montgomery County occupies a high financial position and the less debt it has the higher it will stand, and the better for the present and future of our property holders. With no debt and low taxes in the future people with their money will come and buy our lands. Population will increase and property become more valuable. Why not levy and pay the school debt in two or three years? Would it not be better to levy and pay $2,340 in two years interest than to pay on bonds six years interest $7,020, or even 5 per cent interest, as it is said money can be borrowed for. Let it be known that old Montgomery is to have no debt and let that be a cardinal point in the county finances.
>
> There are only three things for which a bonded debt should be created——war, pestilence and famine. It is not Democratic to pile up bonds on the tax-payers. The old landmarks are done away with and the principles of Republican government are not followed and bonds must be issued for the sake of the bonds, while the best secured investments in our State are not taxed. The greatest interest of all, the land and farming implements, are taxed and why still saddle the agriculturists with bonds and interest. Better pay the school debt in yearly payments of two or three years, the oldest debt first and in rotation, than to have bonds for $19,500 and open the flood-gates of a permanent debt.

The opposing view was given by a writer who signed himself "Justice":

> I have the most profound respect and confidence in the good judgment of Mr. Waters, but in this particular case beg leave to differ with him, as the plan proposed by him for its liquidation, so far as the tax-payer is concerned, is a 'distinction without a difference,' but not so to the holders of the certificates of indebtedness. Three-fourths of those holding the certificates are not doing so as investments, but because they cannot get the principal, which they need now, and if any of them are compelled to sell to the 'chimney-corner bankers' or 'curb-stone brokers' they will find a distinction with a very great 'difference.'
>
> The county can easily raise the money on her bonds, and as Mr. Waters proposes to pay interest on the indebtedness, the cost to the county will amount to the same sum, and the first-named plan will relieve its creditors of great inconvenience.
>
> I think Mr. Waters' fear is groundless that the issuing of these bonds will be entering wedge for an increase of the bonded debt of the county. The people, I am sure, will be slow to give their sanction to any legislative enactment giving the County Commissioners authority to create a bonded debt, unless some strong and cogent reason exists for it.

Another unnamed writer gave the anti-Davis opinion:

> The present position of Mr. Davis as President of the Board of School Commissioners, (to which office he has been exalted by the Judges of the Circuit Court for this county,) entitles him to a respectful notice of his past acts, showing what an abiding interest he has ever taken in our public schools.

> Mr. Davis was one of our honorable representatives in the Legislature of 1862 . . . and knowing how proud Mr. Davis is of his disinterested feeling, and how hard he has striven to raise the public schools above the influence of political slum and party strife, I think it but right to give him the benefit of his record in this connection.
>
> The law for the public schools as enacted had named Leonidas Wilson, Basil B. Crawford, Isaac Young, Robert W. Carter and Wm. H. Farquhar as the Board of Commissioners of public school of Montgomery County, to hold their office for two years from the 1st. Thursday after the 1st. Monday of March, 1860.
>
> By this law the Judges of the Orphans' Court were empowered to appoint a new board upon the expiration of the term of two years, so that really no expiration of term of office could have occurred before March, 1862.
>
> It so happened that the Judges of the Orphans' Court, upon whom this duty devolved, were Messrs. H. B. Cashell, Elijah Thompson and Dr. John W. Anderson, three as honorable and just men, and as far removed from party bias and prejudice as any gentlemen in our county at that particular period. At the same time the Board of County Commissioners consisted of Messrs. N. C. Dickerson, Thomas English, Samuel Dyson, Wm. H. Spencer and John L. Dufief; the difference being that the majority of the Orphans' Court was Democratic and a majority of the County Commissioners was Republican. Mr. A. B. Davis was so particular as to have a law passed repealing the existing law by taking away the appointment from a Democratic Orphans' Court and giving it to a Republican Board of County Commissioners.
>
> . . . His school law proved a nullity because the time of appointment had elapsed before the law was passed.
>
> Under the old school law the patrons who were able had to pay one dollar per quarter for each child sent to school. Mr. A. B. Davis changed this and required each child whose parent was able to pay *two dollars* per quarter instead of one.

On March 15, 1882, the Legislature enacted Chapter 38, authorizing the County Commissioners to issue $18,000 in bonds to be paid off annually at a rate not to exceed $2,500 per year. This law clearly forbade any further accumulation of school debt by Section 5:

> That hereafter the School Commissioners of said county shall not expand for school purposes, or for any other purpose, a greater sum of money in any one year than shall be annually levied for school purposes by the County Commissioners of said county, in addition to the amount annually received by the said School Commissioners from the Treasurer of the State; and they shall not borrow any sum or sums of money in one year in excess of their actual receipts and income for such year, as provided by law; and it shall not be lawful for said County School Commissioners to contract or pay any debt in excess of the annual revenues provided by law for school purposes; nor shall the County Commissioners of said county assume or pay any debt or portion thereof contracted in violation of this act.

By 1910, in its Minutes:

> The Board, owing to the fact that it is impossible to calculate within $3,000 to $5,000 of the actual school expenditures for any one year, authorized Mr. Lamar to prepare a bill to be presented to the General Assembly to so modify the Law of 1882 as to allow the Board,

> should it exceed its income, to float notes to the amount of $5,000 to meet such excess of expenditure over receipts.

President Lamar was successful; and by Chapter 282 (1910), the above Section was repealed and reenacted with this addition:

> Provided, however, that it shall not be unlawful for said Board of County School Commissioners to borrow money sufficient to pay its teachers and other school employees at or about the 1st. day of June in each year in anticipation of the installment or installments of State appropriations in said school year thereafter due and payable, and should the necessary expenditures of said Board of County School Commissioners exceed the bona fide estimate thereof to the extent of not exceeding five thousand ($5,000) dollars, this Act shall not be so construed as to prevent said Board of County School Commissioners from anticipating its revenues from the next succeeding school year to the amount of such indebtedness of not exceeding five thousand ($5,000) dollars or prevent the County Commissioners from taking into consideration any such possible or actual deficit to the extent of not exceeding five thousand ($5,000) dollars in making its levy for school purposes.

In 1910, teachers' salaries in Montgomery County totalled $58,353.06. In 1965, they were $39,382,902; but the $5,000 borrowing limit was still there!

TEACHERS' ASSOCIATION ACTIVE

The Teachers' Association became very active under the encouragement of this Board. It met in Rockville on the Friday ending each quarter, since the teachers came there to have their attendance reports checked and to be paid. Most of the meetings were held in the schoolhouse, but some of them attracted enough attention in the village as to require the use of the larger room in the Town Hall.

Debates, vocal and instrument musical renditions, readings and recitations, professional discussions, and lectures by local persons or visiting professors were featured. Shortly the *Sentinel* began to announce the meetings several weeks ahead of time and to publish very complete details of the programs after each session.

Soon after its organization, the association was asked to examine and recommend to the Board "such textbooks as in their judgment were best adapted to the requirements of our Public Schools." Eight teachers met on a Saturday in Rockville in April, 1882, and recommended these texts:

> *Creery's Spellers*
> *Newell's Readers*
> *Maury's Geographies*
> *Town's Analysis*
> *Harvey's Grammars*
> *Brown and Scharf's History of Maryland*
> *Swinton's History of the United States*
> *Ray's Arithmetics*

They decided to make no recommendations on Natural Philosophy, Moral Philosophy, Physiology, Geometry, and Algebra; but they thereby gave us an insight into the course of study in a one-room school of 1882. Whether these texts were adopted does not appear in the Minutes.

An early meeting of the association, in May, 1882, featured a contest in reading skill by the teachers. About two months before this, the School Board secretary published a notice that $50 had been donated to provide prizes of $25, $15, and $10 to the "three best readers amongst the teachers of this county." Two Rockville ministers and Mr. J. W. Warner were named a committee to set rules and judge the contest. Teachers were to select from the contents of *Appleton's Fifth Reader* of a length between one and two pages. Then the committee called for a selection of its choice. Some 30 of the teachers entered the contest which began about 11:30 a.m. and ran until nearly 3 p.m. But the committee could not decide on this first round, and six teachers were asked for a further reading. Secretary White announced that the $50 had been donated by Mr. A. B. Davis and that a fourth prize had been received from Mr. J. C. Moran of Baltimore. First award went to Miss Laura Hammon of Damascus, who taught some years at Boyds. Second was Miss Lucy Garrett, who had a long career in Rockville School. Third was Miss Blanche Braddock, then at Montrose, who also spent many years teaching in the county. Fourth was Mr. J. Forrest Prettyman, who soon left teaching for other public service. He complained that the ladies got all the money, but otherwise it was noted that "the interest was so great that during the long sitting from 10 o'clock to nearly four there were very few that left their seats."

Debates were often a form used to engender interest among teachers to bring out their viewpoints. Their subjects were as varied as "Resolved, That all public school teachers are in duty bound to inculcate total abstinence from all alcoholic beverages, both by precept and example"; "Resolved, That the mental capacity of man is superior to that of woman"; and "Resolved, That the hope of reward is a greater inducement than the fear of punishment." Most commonly the program consisted of discussion of one or more questions on subject matter, methods of teaching, or school management. Usually several teachers came prepared with position papers which they read and which were followed by a general discussion. Among questions listed in these early meetings were:

> How shall we teach Reading? Arithmetic? Grammar? Geography?
> What supplementary reading should be used?
> What consitutes a good teacher?
> What is good order in the classroom and how shall we maintain it?
> Should Arithmetic be taught in classes?
> What are the advantages of vocal music in school?
> Is the study of English grammar as generally taught the best way to learn the correct use of the English language?

The secretary of the association once expounded on the worth of the organization to teachers:

> In presenting you this programme, please remember, that though short, it involves a great deal. I will not pause to call attention to its *volume*, but ponder it well for yourselves and come to Rockville on that occasion, each and all you fully prepared to do justice both to it and to yourselves. The Teachers' Association of Montgomery county is an important adjunct to the profession, and could be rendered indispensable if all would enter heart and soul with stalwart vim in the endeavor to develop its intrinsic merit. We live in a progressive age and unless teachers arouse themselves to the fact that new methods are rapidly supplanting the old ones, that obtained under the regime of the old Irish masters and Yankee pedagogues, and even since that date, that this onward march will sweep from them the profession, and the places that knew them once will know them no more. This Association will tell you of this progressive change, and its discussions and suggestions will awaken comparisons and force deductions upon your judgments that have been strangers there.

> The teacher who imagines his or her *modus operandi* perfect––totally incapable of improvement––has mistaken his or her calling and will sooner or later be awakened in a ruthless manner by the direful results following from such an infatuated assumption. The most experienced of us if 'wide awake' be our motto can glean something useful every day. This Association doubles this opportunity of improvement by a contrast of ideas and an intermingling of thoughts––by viewing the same subject from many standpoints; in short, in a multitude of council there is safety. The peerless Lee never assailed the enemy's position without a full, free and clear discussion of the situation by his generals and aides. Now, fellow-teachers of Montgomery county, in asking you to make this Association what it should be, I am only asking you to make this Association what it should be, I am only asking you to confer a boon upon yourselves. Will you do it? Our present corps of teachers is second to none in this good old Commonwealth in native intelligence, common sense and clear judgment, and needs only to have these powers trained in thorough methods to become the peers of any in teaching power. I point you to the Teachers' Association as one of the factors in this problem. Embrace it, sympathize with it, elevate it, and you will never regret it. Montgomery in the past decade has taken rapid strides in material prosperity, then see to it, teachers, that she lags not educationally.

In its business sessions, the association covered the wide field of the profession. They welcomed into their membership teachers in private schools and governesses in families. They debated for several months a bylaw to the effect that "any member of this Association who shall apply for any school already occupied by another member shall be expelled from the Association." After several meetings this first attempt at a Code of Professional Ethics was defeated, but none of the arguments were preserved. More than one meeting was used in planning ways to secure better attendance by pupils. Many times the association requested the Board to pay salaries in the earlier quarterly manner. They even implored the County Commissioners to levy the full amount requested by the School Commissioners.

Several times the School Board, through its secretary, reminded the association that all teachers should attend its meetings. "It was observed that some few teachers availed themselves of the holiday given for Association purposes, but refused to become members." No reports of actual attendance have been preserved. The secretary usually published "the roll call showed a good attendance" or "there was a large attendance." Secretary White once read a bylaw of the Board that any teacher who did not attend should lose one day's pay in that quarter. Pay day was set by the association when the treasurer of the Board agreed to refrain from paying teachers who requested it during the meeting. Thereafter, adjournment was at noon when Mr. White proceeded to examine teachers' reports and issue their pay. Sometimes the association would reconvene in the evening for a lecture or musical program when the general public was invited.

The associations' discussions on the question of maintaining good order in the schoolroom give a clue to conditions facing teachers at this time. It was the general remark of both teachers and spectators that this was the most interesting discussion of any they held:

> Mr. Benson, of Etchison, formerly of Ragtown, premising that keeping pupils busy was the key to good order, proceeded at considerable length to advocate a system of writing out all lessons. He insisted that that system not only kept them busy and thus quiet, but that it called for more mental activity on the part of the child, and so developed his faculties more rapidly than would any system of getting lessons by memory. Mr. Benson made frequent reference to a chart of his own invention, that he had displayed on the wall, in which he has the whole system of education reduced to a three-fold element, and these elements divided and still sub-divided into further minor elements, but ever preserving a three-fold order. He is very

earnest in his views, and presented them with some warmth. He invited criticism, and got it pretty freely.

It was greatly regretted by the entire Association that Miss Rice could not be induced to give at length her methods and experience in bringing about the results she does. It is sincerely hoped that at the next meeting she may be able to comply with the unanimous desire of the Association.

Mr. Green, of Clarksburg, opened the discussion. He defined 'good order' to be that condition of things that best promotes the end to be attained. Hence in school, good order is that condition of things which best promotes intellectual and moral development of the pupils. He claimed, however, that the creating of order (under this definition, or any other indeed) out of the chaos, represented by the average country school in winter, was a task, the accomplishment of which he despaired of. He thought something might be done by teachers securing a moral as well as a physical control of the pupils.

Mr. Baggerly did not think that *silence* and *order* were at all synonymous terms. That he had been in but one single assembly for business where there was perfect silence, and that was the Supreme Court of the United States. There the carpet was a half inch thick, the court officers, &c., wore slippers and every contrivance to deaden sound that could be conceived of was in use, and though the silence was so painful that he found welcome relief in the House of Representatives. The judges on the bench in their flowing silk robes were munching cheese---just think what an offense it is for a school urchin to munch apples or cakes in the time of 'books!' 'And just think!' said Mr. Baggerly, 'those judges were each getting a salary of ten thousand dollars! Give us teachers ten thousand a year, and see if we don't have silence too, and not much cheese in the school either.'

Mr. Amiss speaking of the trouble occasioned by large boys who come only in winter, said that in his school days one of the teachers was a light weight, physically, and that he (Mr. A.) and his brother conspired to render assistance to each other in case the teacher endeavored to punish either of them, thinking that together they could 'get away' with him, but seeing the handsome manner in which their slight-made teacher polished up a ruffianly pupil twice his size, it was thought best to let the conspiracy fall through. From which we infer that a fearful knowledge of the teacher's science may at times be promotive of good order.

Secretary White, referring to trouble caused by large pupils, said that 'no teacher can be required to keep in his school an incorrigible pupil. If he refuses to obey show him the door---suspend him. If your trustees reinstate him, suspend him again, and if you are right, in spite of trustees, patrons, loafers around stores and every one else, you will be sustained!!' As to little scholars, Mr. W. said that after hearing their lessons, if the weather permitted, he sent them out to play, or sent them home. Upon being reminded that many parents would find fault if their children came home before school was out, 'O yes', said he, 'such parents seem to think our schools are nurseries, they send their little folks to school for no other purpose than to keep them out of their way at home, and as to finding fault, do you expect to please every one? I wouldn't give a cent for a teacher or any one else that some one don't [sic] find fault with. Be sure you're right then go ahead, no difference how many find fault.'

The discussion was closed by the President, Prof. Story, who referring to the silent or non-silent theory, said that a mechanic or artist in doing work of any kind could only limit the noise necessary to the work by having the choosing of the material to work with. A sculptor

> can mold a clay tablet or face without noise, but let him try to make his model or face of marble, and there will be a good deal of noise, yet not on that account disorder. A railroad train might be run with very little noise, but it would go so slow that everyone would declare it in far better order if it ran faster, even did it make more noise.
>
> Perhaps there is no more noisy material in the world than that of which the small boy is made, and to expect teachers to mold and hammer and chisel on him six hours a day and not hear from him is very absurd. The speaker said that the hardest money he ever earned in his life was five cents for *sitting still half an hour*, and he thought it was the most dearly earned five cents he ever *did* earn until he engaged in trying to make others sit quiet.

SUPPLEMENTARY READERS

Much concern was expressed about textbooks, especially the readers. The most common complaint was that the materials in the books did not fit the local needs. In 1884,

> Mr. Green moved that the Board of School Commissioners be requested to furnish reading books supplemental to the first, second and third readers now used. Mr. Green argued in support of his resolution, that from rote-reading many children become familiar with every lesson in the reader, having gone through it over and over again, and yet are not capable of taking up the next higher reader. He thought that a new book of the same grade, but of a different series, would renew interest in the children who had become tired of their old books, and advance them more rapidly than by continuing in their old book.
>
> This resolution brought up quite a discussion, pro and con, the 'cons' placing their objections first on the additional cost to patrons, and secondly to the multiplication of classes. However, the resolution was referred to the Association as committee of the whole to be considered and reported at the next meeting.
>
> An interesting discussion was had over the advisability of introducing supplementary readers into the schools. The matter was settled by the passage of a resolution introduced by S. W. Davis: That the School Board be requested to authorize teachers to supplement whatever reading matter of a non-sectarian or non-political character, which in their judgment, seems necessary.

Next year, M. L. Venable wrote:

> During the next month the contract for Appleton's Readers, now in the public schools of this county, terminates by limitation. We are tired of Appleton, and wish a change. I say *we,* and no doubt I echo the sentiments of nine-tenths of the teachers of the county. They were never popular with the teachers. In Appleton's Readers the arrangement is faulty. The subject-matter in a majority of the selections is beyond the comprehension of the pupil, especially in the more advanced readers. Some of the foot-notes to Appleton's Fifth Reader are simply ridiculous, for example: 'Compare this with Homer's *Illiad*.' Now, in the name of common sense, what boy or girl in the public schools knows anything about Homer's *Iliad,* a book written in the Greek language? And there are numerous others equally as absurd. Such a book would suit a sophomore in college, but is totally unfit for our public schools.
>
> I would, in the name of the teachers of our county, respectfully ask the Honorable Board of School Commissioners to give us a change of readers, and would call their attention to a new

> series which has just been published, 'The Peabody Series of Illustrated Reading Books,' compiled by a Maryland teacher and published by Messrs. John Murphy & Co., a Baltimore publishing house.
>
> This series can be furnished to the school at 20 per cent less than the Appletons. Then why patronize a Northern house when we can get better books and cheaper books in Baltimore? In a financial point of view it would be to the interest of the county to make a change.
>
> I have examined the Peabody Series closely and critically, and can sincerely recommend them to the teachers of our public schools. Aside from their being Maryland books, they can truly stand upon their own merits. Prominent among the many points of excellence they contain may be mentioned:
>
> First. The graduation of the series. From the Primer to the Sixth Reader the steps are admirably graded so as to suit the capacity of the individual pupils, and the compiler here has displayed a nicety of judgment.
>
> Second. The subject-matter in each number is brought within the comprehension of the pupil for whom it is designed, a point in which most readers fail. The selections are taken from the leading works of English literature, both ancient and modern, including biographical sketches, historical events, interesting travels, interspersed with gems of poetry. Preceding each selection the leading words are defined; at the close are explanatory notes, features which add intrinsic value to the series.
>
> Third. The attractiveness of the series. The typography is marked by its clearness and beauty, the quality of the paper is excellent, the numerous illustrations are handsome and attractive, and the solidity of the binding together with the uniqueness of style, reflect great credit on the Baltimore publishing house.

On February 23, 1886, the Minutes say "The Board met . . . to consider and decide the question of exchanging readers in the Public Schools, in compliance with the request and decided vote of the Teachers' Association on the 19th inst." It "Ordered that the Peabody Readers be adopted for use in the Public Schools of Montgomery county upon the following conditions: The proposition of John Murphy & co. of January 5th, 1886, to substitute the Peabody Readers in this County be accepted, all expense incident to the exchange, of freight to and from Baltimore, to and from teacher, to be paid by the said Murphy & Co. and the books to pass through the hands of J. C. Dulaney & Co., if the same desire it." Then on November 23, 1886, the Board agreed to the use of McGuffey's Primer and First Reader as supplementary readers. This appears to be the first break from the textbook-only teaching technique. It also seems to show the effect of teacher action as a group affecting the curriculum.

An unsigned letter in the *Sentinel* of June 26, 1885, gave opinions of the schools from a citizen's viewpoint:

> . . . .
>
> The schools have reached an approximate state of perfection which is not surpassed by any other county in the State (I base my opinion on the annual report of the State Board of Education,) but I think that there are many things capable of improvement. The first principal drawback is the lack of funds to run the schools the entire scholastic year. For one, I could never see why the full amount asked for by the Board has never been appropriated. I have

never heard an individual say but what it would not be the best to give the amount requested, if it did increase the taxes a few cents. Two or three weeks is a short time, but the decrease in the teacher's salary for that time is considerable.

The old-fashioned idea that any one who could read and write was competent to teach small children has almost entirely exploded, and not until public education takes hold of this fact and demands trained teachers will our schools reach that degree of perfection which is to be desired. From what observations I have made, I have arrived at the conclusion that children just entering school require more careful attention than those who have attended for any length of time. The old adage, 'as the twig is bent so the tree inclines,' is applicable in this connection. Now, if this be true we must have teachers who are trained for the work, and in that case we must pay such a salary as will secure good instructors. No man with good common sense will spend time and money in acquiring a good education, only to receive a mere pittance insufficient to provide for the wants of his family, and to secure the books, periodicals, etc., with which every teacher should be provided, and without which he will not be able to do good work, any more than a physician or farmer who does not pretend to read. Another great drawback to the forward movement of our schools is the appointment of teachers. No teacher, no matter how well qualified, nor how successfully he may manage his school, knows from one year's end to another how long he is to retain possession of a school, and consequently he is always more or less concerned about it, and it necessarily detracts from his power for teaching.

Give a good teacher a school and let him know that if he does his duty he will remain three, four, or five years and I venture to assert that will accomplish two-fold what he does under the present mode of appointment. He would give more of his attention to advancing his pupils and spend less time courting the favor of those people who are influential in making appointments.

It is unfortunately the fact that in many school districts there are a few men who, if not trustees, themselves, exert such influence that if they do not like a teacher, or if he is not contributing in some way to swell their pocketbooks, find no trouble in getting rid of him. In proof of the above (if any one doubts that they are facts) let them inquire of teachers and he will find that nine out of ten would not teach if they could get other employment; not that they do not find it congenial, not that they do not love it, but there are so many difficulties to be met and overcome, that they are not willing to battle against them.

Another matter I think that needs looking after is the appointment of trustees. A number of schools have men as trustees who are not patrons of the schools, and who, in some instances, take less interest in securing the appointment of a capable teacher than to further their own individual interests. This is a thing which can and should be remedied.

DEDICATION OF SHADY GROVE SCHOOL

Local interest in the schools was improving. Citizens came together locally to provide the means, such as site and house, but the Board of School Commissioners provided the certificated teacher, the adopted texts, and supervision of sorts through semiannual visits of the examiner. One such local interest school was at Shady Grove as shown by the news item of March 31, 1882:

> . . . . The house is a model of a school house architecture both in appearance and comfort. It is wainscoted throughout, ceiling and walls, and very tastefully painted. It is about 18x24 feet, with a ceiling pitch of about 14 feet. The whole thing reflects great eclat upon the

> neighborhood as it is the result of private enterprise entirely, but great cerdit is reflected especially upon the personal energy and liberality of Mr. Wm. R. Gaither, for it was through his personal attention and interest that the scheme is today a success. The house was most beautifully and tastefully decorated with hanging baskets, flowers and crowfoot, which, as the room was abundantly lighted, was strikingly effective. These flashes of enchantment were rendered by the feminine touch of Mrs. Burgman, Miss Etta Rickets and Miss Mollie Gaither with other young ladies assisted by some young gentlemen of the neighborhood. Mr. Wm. R. Gaither very kindly placed his organ upon the platform for the use of the concert. It contributed greatly to the pleasure of the entertainment and was played by Mrs. B. and Miss Gaither, who alternated in rendering accompaniments for the delightful vocal music of the occasion. Mr. Prettyman made an apology for the unavoidable absence of Judge Ritchie in the graceful and happy manner by which he is characterized, and contributed by this and his varied and eloquent address many bright gems to the intellectual enjoyment of the evening. Rev. S. R. White delivered an address in his usually effective manner and awakened genuine enthusiasm by his graphic description of a public school house forty years ago, and an interesting account he gave of the great difference between the public school system of that time and the present. Our esteemed fellow-citizen, Jno. T. DeSellum, Esq., favored the audience with a most interesting sketch of American history prior to the Declaration of Independence. During the evening the entertainment began to take a somewhat social vein, and many rich jests were passed by Mrs. B., Mr. Prettyman, Mr. DeSellum and Mr. White. Mrs. B., being encored after a beautiful song with the organ, favored us with the song entitled "No one to Love." This was taken by all to have a tender reference to Mr. D., as amidst the running jests preceding the songs he had announced that though a batchelor [sic] he was still in the market. Mr. Amiss, of Gaithersburg, favored the audience with some wholesome ideas and a good story. Mr. Carrington Nelson, of the Montgomery Bar, was called upon but thought the evening so replete with enjoyment and good things that it was scarcely in his power to add anything to the occasion. At about 10:30 the party retired homeward, and we are sure that every heart was filled with happy emotions.

Much talking went on among teachers about the regulations under which they worked. The reports they had to make out were the source of much debate. They were able to get their views before the School Board and resolve difficulties even when it meant going to the State Board of Education. An illustration of this is in the association report of May 14, 1886:

> Mr. C. W. Baggerly offered the following resolution, which was unanimously adopted:
>
> Whereas, at a recent meeting of the Teachers' Association asking the State Board of Education to rescind the requirement of an affidavit to quarterly reports and whereas the State Board has since that time modified that requirement as to leave it to the discretion of the County Board of School Commissioners, therefore be it
>
> *Resolved,* That we respectfully ask our Honorable Board that they dispense with a formality that we deem useless and degrading, both to ourselves and the sacredness of an oath.

LIBRARY ASSOCIATION OF TEACHERS

On May 6, 1887, the association took a significant step for its professional advancement:

> ... ...

Resolved, That this Association, in addition to its present functions, hereby forms itself into a Library Association under the following rules and regulations:

1st. All members of the Teachers' Association shall be members of the Library Association.

2nd. That an appropriation equal to one dollar for each member is hereby made to initiate the Library movement.

3rd. A quarterly assessment of ______ cents (as may be determined hereafter) shall be paid by each teacher.

4th. The Library shall be kept in the Public School House at Rockville.

A committee was then chosen by the association composed of Mr. Thomas Story, Mr. R. J. Green, and Miss Lucy Garrett to prepare further rules and regulations to be reported to the next meeting for its consideration.

At the next meeting in June, it consummated this action by:

... ...

Be it Resolved, That we have a Teachers' Library Association.
The following By-Laws and Rules were adopted:

1. There shall be a Library Committee consisting of the Secretary of the Board of School Commissioners and two others to be chosen by the Association at each annual election of officers, whose duty it shall be to examine, select and purchase books, etc., for the Library.

2. The Secretary of the School Board shall be, *ex officio,* Treasurer of the Library Association. He shall receive all monies collected or donated for the use of the Library, and expend the same as directed by the Library Committee.

3. There shall be a Librarian chosen at the annual election of officers, whose duty it shall be to prepare and keep a fair catalogue of all books, etc., furnished by the Library Committee; to take proper care of the same when in Library, and to keep a clear record of each book loaned or returned, together with the name of the person to whom loaned, or by whom returned.

4. The right to borrow books belongs exclusively to members of the Library Association.
   The following rules were adopted:

   1. Each member of the Library Association shall be entitled to the loan of one book at a time, to be retained not longer than until the next ensuing regular meeting of the Association, after borrowing such book.

   2. In borrowing a book, it is understood that the borrower agrees to preserve it undefiled and unmutilated, or, in case of serious defiling, mutilation or defacement, to pay the Treasurer of the Library Association the full cost of the book, and keep it.

> 3. In case that a book––on the catalogue––is not in the Library when desired, the person desiring it may make a note of the fact in the Librarian's book, which will entitle him to first loan of such book after it shall be returned.
>
> Upon a call of the roll twenty-seven of those present joined the Association. Mr. E. L. Amiss and Miss Lucy Garrett were elected a committee, to act with the Secretary of the School Board, to select and purchase books, and the latter to act as Librarian for the present.

The Board which caused the furor of 1880 was reappointed until the enactment of Chapter 293, *Laws of Maryland,* on April 5, 1886. This provided that:

> ... ...
>
> Section 2. The Governor, by and with the advice and consent of the Senate, shall at every regular session of the General Assembly, beginning with the session of eighteen hundred and eighty-six, appoint three persons in each of the following counties, namely, Prince George's, Charles, Caroline and Montgomery counties, who shall constitute the Board of School Commissioners for their respective counties.
>
> ... ...
>
> Section 4. And be it enacted, That the Boards of School Commissioners in office in Prince George's, Charles, Caroline and Montgomery counties, shall, on the first day of May, eighteen hundred and eighty-six, turn over and deliver to the Boards created by this Act, all papers, documents, books and all other property in their possession as School Commissioners, or in the hands of the Secretary, Treasurer, and Examiner of the said Boards.
>
> Section 5. And be it enacted, That the term of office of the Boards of County School Commissioners created by this Act shall be for two years from the first day of May in every second year, beginning with the year eighteen hundred and eighty-six, and until their successors in office shall have been appointed and shall qualify.
>
> Section 6. And be it enacted, That this Act shall take effect from the date of its passage.

Accordingly the old Board met on May 1, 1886, "to deliver all books, papers, moneys, &c., to the new Board." Two members, Richard T. White and Henry Renshaw, were re-appointed and Thomas J. Holland was added. The retiring Board eulogized Mr. Davis by expressing "our appreciation of his impartiality as a presiding officer, a wise and judicious counselor, a true and devoted friend to the public schools, and in retiring from this Board we extend to him our thanks for his uniform kindness in the past and our best wishes for his future."

DAVIS RETIREMENT

The Teachers' Association unanimously adopted the following resolution on May 7, 1886:

> Whereas, In the retirement of the Hon. A. B. Davis from the Board of County School Commissioners, therefore be it
>
> *Resolved,* That the Public Schools lose an earnest advocate, the teachers a true friend, and the School Board a wise and judicious office.

> 2nd. That the teachers of this Association will ever cherish in grateful remembrance the sympathy and encouragement of the late President of the School Board in their work.
>
> 3rd. That the sum of $10 be appropriated to purchase some testimonial of regard on the part of this Association by a committee selected by the President of this body.
>
> 4th. That a copy of the above be transmitted to Mr. Davis, signed by the President and Secretary of this Association.
>
> The chairman appointed Messrs. S. R. White, C. W. Baggerly and Miss Blanche Braddock to select and present the testimonial to Mr. Davis.

After two years, the association without a dissenting vote adopted its endorsement, approval, and recommendation of this Board:

> WHEREAS, The law in reference to Montgomery county, Maryland, makes it the duty of the Governor to appoint the Board of School Commissioners,
> And WHEREAS, The public schools, under the administration of the present Board, have increased annually, in efficiency, and the finances have been conducted upon a sound, safe and economical basis to our satisfaction, acknowledged and approved by almost all who are interested in the welfare of the schools. Therefore be it
>
> *Resolved* 1, That the teachers of the 72 white schools, enrolling over 4,000 pupils, believe that frequent changes in the School Board materially affect the successful working of the schools of the county; and feeling an abiding interest in the educational and financial prosperity of our school system, hereby express our approval of the management, supervision and financial skill of the present Board of School Commissioners.
>
> *Resolved* 2, That, we believe, the re-appointment of the present School Board will contribute to the best interest of the public schools and will meet the approval and endorsement of almost our entire population, and to that end, we, as an association of teachers, would most earnestly urge and petition the Governor to re-appoint the *same* Board.
>
> *Resolved* 3, We respectfully request our Senator and Delegates to the General Assembly, now in session, to present the foregoing preamble and resolutions to his Excellency, the Governor, thereby expressing the desire of the teachers of Montgomery county.

The Governor renamed only Thomas J. Holland to the Board and added John H. Gassaway and William E. Mannakee. This Board organized on May 1, 1888, by naming Gassaway as President and selecting a new secretary, treasurer, and examiner, John J. Higgins, who replaced S. R. White.

DAMASCUS' FIRST SCHOOL

This eight-year period between 1880 and 1888 under Examiner White and with only one change in the membership had seen the Board surmount the difficulties that brought it into being and, with improving economic conditions in the county, develop the schools correspondingly. It had:

> Straightened out the Anderson case by paying him "$507.88 in full of claims against this Board" and recommending to the County Commissioners that they pay the balance of $515.07. This compromise seemed to smooth over the dissensions of the members of the two Boards.

Decided on the erection of "a large, handsome and commodious school in the town of Damascus sufficient for the wants of the entire neighborhood." This meant the closing of Mt. Radnor School and caused disgruntlement of some citizens, which was overcome by building also at Clagettsville. To apply the "large, handsome and commodious" description, it seems well to cite from the *Report of the State Board of Education for 1884,* page 219:

> Schoolhouses built or enlarged during the year––
>
> School 11, District 2
> A Frame Building
> Cost $666.71
> Length––36 feet
> Width––25 feet
> Height––12 feet
> Blackboard––84 square feet
> Outbuildings––Yes
> Cost of furniture––$101.32
>
> A perusal of the data on this page shows that this was the largest building constructed in this year, it had more blackboard, and the furniture cost more.

Built other new schools at Comus, Brookeville, Germantown, Monocacy, Cedar Grove, Spencerville, Woodfield, Slidell, Horsepen, Sligo, Friendship (near Cabin John), Potomac, Travilah, Goshen, and Takoma Park.

Limited free books to the children "where parents are afflicted (so as to render them unable to labor) to such a degree as not to enable them to pay."

Arranged for a survey and renumbering of all schools for fire insurance purposes.

Invited the members of the County Board of Health to visit the schools near them and to suggest to the trustees where sanitary improvements were needed.

Reported that many buildings were old delapidated log houses "now occupied by large schools in populous and growing communities."

Encouraged colored teachers to form their own Association.

Refused to overturn trustees' selection of location for Monocacy school.

Arranged to deposit funds in the Montgomery County National Bank as soon as it opened.

Received a resolution from the County Grange expressing enthusiastic support of the School Board's management of the system.

Refused to certificate a teacher because of certain charges recorded by a previous Board.

As authorized by State law, appropriated $10 to match a like sum raised at a school for a library. Clarksburg received the first recorded grant in February, 1885.

Refused payment of the bill for carpet and muslin from Darby's School because it was not in order.

Authorized the secretary "to distribute a copy of Davis' Agriculture to each teacher at the opening of schools September next and request the teachers to read at least weekly a chapter, with accompanying lectures."

Appropriated $3 to each school, when needed, for whitewashing inside and outside of houses.

Declined "to pay any bills for cutting wood as the law provides an ax or saw."

Allowed the teachers "to give one hour a day to have a lesson in penmanship given to the pupils."

Called "attention of the teachers to the excessive charges for pine wood and to express to the teacher at Damascus the disapprobation of the Board of the pupils closing the door against the teacher and [warned] that all time lost in the future by such proceedings will be deducted from Salary."

Adopted *Peabody Readers* as requested by the teachers.

Allowed teachers who lost time from school to make up the days at the close of the summer term.

Declined "to pay for curtains for School rooms."

Added drawing and singing books to the adopted list. "It was voted that teachers make their own selection of books in teaching vocal music."

Limited "the pay of all Principals in the Public Schools, so that none shall exceed $60 per month salary, and the excess, if any, resulting from increased attendance of pupils, be added to the salary proper of the assistant or assistants, where there is more than one, in a school."

Ruled "that the teachers in the primary department have the most laborious department, and should be paid accordingly."

Financial affairs of this Board furnish infinite details, mostly out of line with current accounts for educational needs. For the 1882-83 school year, the Board requested a levy of $20,012; but it was reduced to "$17,000 of which $15,000 was for teachers' salaries, so white schools were set to open on September 11 and to close on June 10 with consequent proportional reduction in teachers' salaries."

Each year the treasurer of the Board of County Commissioners published a detailed report on "Expenses of Montgomery County" which covered three-quarters to seven-eighths of a newspaper page. A subhead in this report was "Public Schools." For the year 1884, he listed:

Support of Schools	$17,920
House, Clagettsville	450
House, Duvall's	400
House, Dr. Carlin's	500
House, Horse Pen	450
Repairs, Great Falls	50
Repairs, Old Union	10
Enclosure, Poolesville	50

Repairs, Sugarland	10
Repairs, Unity	40
Desks, Johnsville	40
Desks, Burnt Mills	40
Bonds No. 20, 21, 23	1,500
Bonds No. 24, 25	1,000
Interest on School Bonds	650
	$23,150.00

For comparison, the year 1888 showed:

School Bonds, one for $1,000, two for $500 each	$ 2,000
Same, Nos. 7, 6, 5, 4, 3 for $100 each	500
Interest on outstanding bonds	150
Support of Public Schools	21,406.25
To finish new house at Takoma	326.25
Repairs at Mt. Lebanon	45.
New house near Edward's Ferry	420.
Repairs at Sandy Spring	80.
Repairs at No. 2, E. D. No. 10	50.
Repairs at No. 6, E. D. No. 8	16.
Repairs at Unity	20.
Repairs at Olney	16.50
For stove at Fairland	10.
Desks at No. 3, E. D. No. 5	25.
Desks at No. 3, E. D. 10	25.
Desks at No. 1, E. D. 7	25.
Desks at No. 3, E. D. 3	25.
	$25,140.00

The treasurer of the School Commissioners annually published his account for the year ending September 30. For 1888, he showed:

Receipts	
From State School Tax	$11,349.00
" State Free School Fund	2,594.06
" Colored School Fund	4,588.48
" County Collectors	20,522.82
" Book sales to Teachers	1,612.78
" Book sales from office	47.95
Check No. 341, never called for	42.45
	$40,757.54
Disbursements	
Balance due Tr. on last report	$ 1,075.07
Paid Teachers' salaries	28,142.73
" For fuel	1,638.10
" Incidental expenses	126.97
" School books	1,526.07
" Building school-houses	700.99

Paid Repairing school-houses	1,032.92
" Furniture, Stoves, Blackboards, &c.	539.62
" Annual insurance	78.30
" Discount	50.45
" Salary Sec'y Treasurer and Examiner	1,439.45
" Per diem and mileage of School Commissioners	134.40
" Office expense, fuel and postage	43.75
" Printing and advertising	61.25
" To Colored Schools, as per statement below	4,110.57
" State Teachers' Association	10.00
" School District Libraries	60.00
" Writing, recording deeds, &c.	22.05
" School-house lot, No. 3, E. D. 3	22.95
" Books returned	7.36
Balance on hand unexpended	530.75
	$40,757.54

Colored Schools

Receipts

Balance from last report	$ 112.38
From State Treasurer	4,588.48
Check No. 341, never called for	42.45
	$ 4,743.31

Disbursements

Paid Teachers' salaries	$ 3,638.15
" For incidental expenses	13.04
" Repairs	46.63
" Fuel	243.86
" School-house lot E. D.	56.00
" Books to indigent pupils	77.10
" Furniture, &c.	15.15
" Annual insurance	17.64
" Quarterly reports	3.00
Balance on hand	*

DAVIS OBITUARY

It seems appropriate to end this chapter with the obituary of Mr. Davis, taken from the *Annals of Sandy Spring* for 1889:

> On the 18th of April Allan Bowie Davis died in his eighty-first year, at his winter residence in Baltimore. His remains were interred at his old home, 'Greenwood,' near Brookeville.
>
> Born at 'Greenwood,' in the ancestral mansion, built by his father in 1755, he passed his youthful years there, completing his academic course at the Brookeville Academy when he was sixteen, and, after that, devoting himself so successfully to the farm that his father gave him sole management of it.

---

*This amount was not shown in the original copy.

He married young, and in early life was appointed to offices of trust and importance.

He was instrumental in securing the first prohibitory law in Maryland and had it extended over the entire district.

About 1840, he was elected president of the Montgomery County Agricultural Society, and greatly advanced the farming interests of the county. His public spirit was constantly manifesting itself in devising improvements for the people.

He obtained the charter and stock subscription for the Brookeville and Washington Turnpike Company, constructed the road, and was its first president.

In 1862 he was elected to the Legislature, the exciting circumstances and complications of the civil war making this an eventful session.

He was for many years an efficient director of the Montgomery County Fire Insurance Company, and his interest in the Olney Grange, of which he was a valued member, never abated.

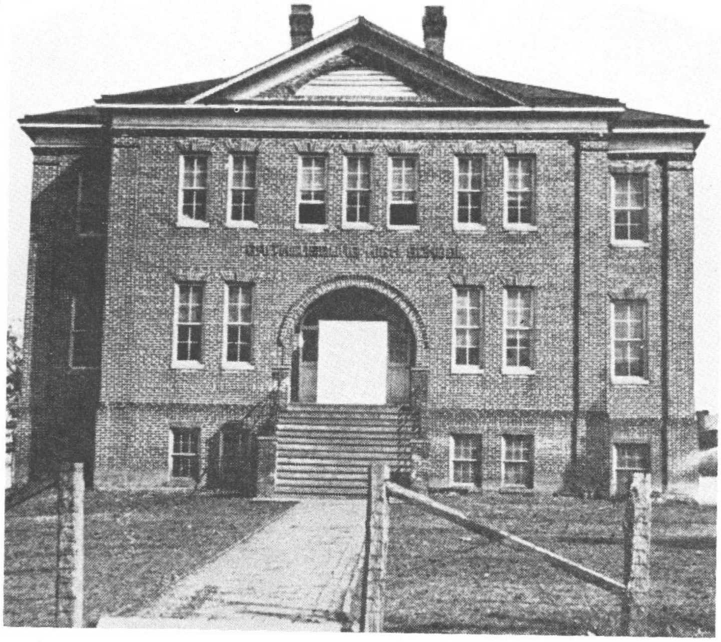
The last public office held by Mr. Davis, and by no mean the least, was that of school commissioner for the county; he greatly advanced the public interest in education by his wise management and zeal.

His influence upon the county life of his section was elevating and enriching. He set an example to farmers showing them how they could become not only successful cultivators of the soil, but useful citizens and educated men. He demonstrated that farming is not only a profitable occupation, but a noble calling, with which true refinement and high culture may be associated.

CHAPTER V

Growing Years

1888-1906



Gaithersburg High School, constructed in 1904-05

V. GROWING YEARS 1888-1906

The Board which assumed its office on May 1, 1888, remained for a steady term. Thomas J. Holland was reappointed and served for ten years. John H. Gassaway, as president, and William E. Mannakee, as member, each lasted for eight years. They chose John J. Higgins to be secretary, treasurer, and examiner, replacing S. R. White, and kept him the full eight years. In August, 1896, a wholly new Board came in with William B. Mobley as president and James E. Williams and John G. England as members. They selected Cooke D. Luckett for the administrative office. After two years Mr. Mobley was replaced by Charles F. Kirk and Mr. Luckett by Willis B. Burdette. In May, 1900, another completely new Board came in with George R. Rice as president and Crittenden King and James E. Ayton as members. The next August they brought back Rev. Samuel R. White as secretary, treasurer, and examiner, which title was changed to superintendent of schools in 1904. The Board was enlarged in number in 1906. These years from 1888 to 1906 show a markedly steady growth in the county and its schools. In 1888 there were 4,584 different pupils with 98 teachers. By 1906, there were 5,884 pupils and 136 teachers. The county raised its tax support of public schools from $20,522.82 to $36,973.74, while the total expenses of the schools increased from $40,600 to $75,739.61.

BUDGET FOR 1888

The first problem in 1888 was financial. Teachers were paid $40 each in May because funds were $4,389.62 short of the amount needed to meet the payroll. When the budget was made up, they first pointed out that the previous request to the County Commissioners was for $23,198; but only $19,378 was levied. Now they presented a detailed request:

Salaries for 98 teachers	$35,606.25
Fuel	1,300.00
Books for indigent pupils	250.00
Incidentals and insurance	450.00
Office	1,400.00
Total	$39,006.25
Less State aid	17,600.00
	$21,406.25
For new school at Takoma	326.25
" " " " Edwards Ferry	420.00
" " " Near Horner's Mill	355.00
Repairs at Mt. Lebanon	45.00
" " Sandy Spring	80.00
" " No. 2-10	50.00
" " No. 6-8	16.00
" " Unity	25.00
" " Olney	16.50
Stove at Fairland	10.00
13 Desks at No. 3-11	50.00
" " " No. 3-5 (Burtonsville)	50.00
" " " No. 3-10	50.00
" " " No. 1-7	50.00
" " " No. 3-5	50.00
Total	$23,000.00

But the levy for $22,495 meant that the school near Horner's Mill was not built. In 1889, the request was again for $23,000 but the levy was $21,325. In 1890, the request for $25,000 was reduced to $23,000. As the following tabulation shows, the battle between request and actual appropriation continued for years right on into the twentieth century:

Year	Requested	Levied	Year	Requested	Levied
1891	$25,000	$24,000	1896	30,000	27,490
1892	25,000	25,000	1897	35,000	30,000
1893	27,000	26,000	1898	35,200	20,000
1894	27,500	26,000	1899	42,560	30,000
1895	28,500	27,500	1900	37,125	30,746.81

By 1904, the Minutes showed "Last year's receipts $69,896.53; expended $66,444.76." Very gradually the number of teachers was increased as school enrollments went up. A fourth teacher was added at Rockville with a salary set at $90 per quarter in 1889. In the same year, Takoma became a two-teacher school. The next year Sandy Spring became the first two-teacher colored school in the county. In 1897, there were 97 schools with 104 teachers; but funding was still so low that only 8½ months of classes were "kept." Early in 1891, a second teacher was assigned to Knowles, which is now Kensington. For the opening of school in September, 1891, a second room had to be built at Rockville colored. In the fall of 1893 Damascus became a two-teacher school. On October 24, 1895, the school at Gaithersburg burned; and the Board accepted from John B. Diamond the offer of his large home for a school until one could be built. The costs entailed by this were met by closing all schools two weeks early.

In 1889, a School Board member stoutly defended the schools against an attack by writing the editor of the *Sentinel* to rebut a letter in the rival paper:

> I have just read in the *Montgomery Press* of the 28th an editorial criticising the Commissioners and suppose from its uncomplimentary reference to the public schools the School Commissioners are included.
>
> ... ...
>
> The part of the editorial to which I reply reads thus: 'The people are not content that their children shall have imperfect or no educational advantages, because they realize that the time has come when a farmer's son or daughter must be educated in order to be a happy and useful citizen. If it were not for the few excellent private schools in the county, where, within our boundaries, can a young man or woman get even a fair amount of proper educational training? The favored few who live near the railroad, and can afford it, send their children to the Washington public schools. But the mass of our people, and especially the poor, whose children would have at least equal opportunities with the rich for securing a fair education, have few or no school houses worthy of the name.'
>
> The very large percentage of successful business men, and their clerks, of the cities and towns, the mechanics and others engaged in the various occupations, graduated 'from the poorly conducted public schools,' and are as 'happy and as useful citizens' as those who hold diplomas from those 'excellent private schools.' It is also true that of the candidates for examination to teach, those from the public schools stand as high, and in some instances higher, especially in the more practical and useful branches. Washington city has as good public schools as there are

in the country, Boston not excepted. Yet in the county of the District of Columbia, where graded schools are impracticable they are no better than schools taught by our best teachers—–ours costing $9 per pupil and theirs $17. Many parents send to Washington public schools because our school houses are not located at some of the villages which have sprung up at stations on the railroad, where, if the public necessities require, they will in time be located.

It is true, a few of our school-houses are not as comfortable as they should be; many have been erected in undesirable locations, litte attention paid to ventilation and less to the disposition of our people to adhere to the motto of our State, but they were built many years ago, long before we ever dreamed of having to satisfy the esthetic taste of such a heterogeneous population, but since our future greatness became apparent some fine school buildings have been erected. As our school levy (including interest on and retiring school bonds) is $25,140.00, which is more than one-third of all the current expenses, it would be impossible to build more than one (what you would term a decent school-house) a year, without increasing the levy, which you complain of being so high.

But our schools, with all their disadvantages, are growing in favor, judging from the increasing number of pupils and interest shown in them.

[Signed]
Wm. E. Mannakee

ARBOR DAY

The new state law, passed in 1889, requiring the observance of Arbor Day in the public schools was enthusiastically accepted in Montgomery County. The local papers contained many reports of the celebrations. As an example, the celebration at the little one-room school which stood just off Shady Grove Road and west of what is now Route 355 was reported in the *Sentinel*:

> The excercises of the public school at Shady Grove on Arbor Day were as follows:
>
> About 10 o'clock the pupils and their friends assembled at the school house and were called to order by the teacher, Miss Agnes J. Matlack, and the school joined in singing the piece entitled 'While the Days are Going By.' The teacher then read a selection entitled 'The Liberty Tree,' after which the pupils marched in procession to the northern corner stone of the grounds, where a walnut tree was planted by Cecil Gaither, who read a sketch of Bret Harte, giving the tree that name. The trees were then planted and named in succession, each pupil giving a selected [reading] immediately before planting a tree. Even the smallest pupil delighted in doing his own planting, the teacher also taking part.
>
> The program of planting was then carried out, the trees being named by the pupils as follows: Richard Ward, President Harrison; Annie Hough, Bayard Taylor; Preston Rickets, Tennyson; Edgar Hough, A Lincoln; George Ward, Phoebe Carey; Irene Ward, Lucy Larcom; Fred. Crown, Thoreau; Nora Rabbitt, Goethe; Mellissa Ricketts, Thos. Macaulay; Edgar Ward, Geo. Washington; Stanley Gaither, Oliver Wendell Holmes; Cora Schooly, Wm. Cullen Bryant; Forrest Ricketts, Nathan Hale; V. Mullican, Mrs. Kidder; Lula Elder, S. Coolridge [sic]; M. Mullican, J. G. Whittier; Bessie Selby, Mrs. Harrison McKee; A. Bean, Mrs. Brigham; C. Ricketts, Longfellow; W. Rabbitt, Father Ryan; Elmore Power, Phoebe Carey; Hohn Sprouse, Queen Victoria; Walter Sprouse, Emperor William; Nora Power, Agnes J. Matlack; Bertha Ward, Alice Carey; Frank Ricketts, T. B. Aldrich; M. Hough, Longfellow; M. Sprouse, Benj.

> Franklin; Charles Matthews, Christopher Columbus; L. Elder, R. H. D. Ricketts, by whome [sic] the school-house lot was donated; the Principal named after Wm. R. Gaither, the chief originator of the school building.
>
> The trees planted were maple, walnut, cherry, peach, plum, mulberry, mahogany, silver pine and cedar. The grounds and flower beds were also beautified by the addition of rose bushes, lilac and honeysuckle. Each tree was marked by a wooden tag, bearing the selected name on one side and the pupil's name and date on the other. The essays of the larger pupils were very creditable and all departed much pleased with the exercise.

The fourth centennial of the discovery of America by Columbus caused the Governor of Maryland to issue a proclamation calling on the schools for proper observance of the date. The local paper fully reported on several of these. These two cases are abstracted:

> The exercises of the school at this place, in celebration of Columbian Day, were held in the hall last evening. The house was crowded to its utmost capacity, large numbers returned home and more still remained on the grounds, simply to hear the music and catch a glimpse now and then of the costumes, &c. Such a crowd was never seen here before. Quite a number of cultured people were present from Poolesville, Boyd's, Clarksburg, Hyattstown, Greenfield, Frederick City and Washington. The neighborhood were [sic] out en masse, and all were delighted, never has the writer heard so many encomiums on a school entertainment.
>
> ... ...
>
> This school is largely attended, having fifty-one on register and an attendance of forty-eight, and is not only a school for little boys and girls, but is daily attended by young men and women, all of whom are making thorough and rapid advancement. The class in history here is doing work that would make many of our high schools and academies stop and think. In algebra, geometry, science and Latin they are doing as good work as any school in the country. A number of teachers were present and expressed their gratification. There is room for a few more studious young men and women who wish to be educated, not finished. Some of those here now are busily preparing for college and professional life and for which the present principal has prepared over one hundred during his professional work.
>
> Oct. 22, 1892
>
> [Signed]
> Patron
>
> **Columbian Exhibition**
>
> The event of the day at Barnesville on Friday last was the entertainment given by the public school in honor of 'Columbus Day.' At an early hour the people began gathering from all quarters and the Grange Hall was packed to the utmost, without getting near the door.
>
> ... ...
>
> The movements of the different classes and pupils were like clockwork, no bell being used, and showed a high order of discipline. At this we are not surprised, as the teacher, Miss Margie Harley, is said to be one of the best disciplinarians in the State.

> Prof. Story presided at the organ with his usual grace and skill and added much to the interest of the occasion.
>
> ... ...
>
> [Signed]
> Hiram.

CHEVY CHASE'S FIRST SCHOOL

Chevy Chase brought about much Board action. In August, 1894, the Board agreed to establish a school there as the Chevy Chase Land Company would provide a house and fuel. In May, 1896, the requested levy included $1,200 to build a new two-room school. Considerable negotiating between the Board and a representative of the Land Company ensued over the location and deed of the lot. The full Board visited Chevy Chase to view several sites and fixed on "that lot with a walnut tree thereon, and located on Bradley Lane, with a front of 100 feet and a depth of 150 feet." In March, 1898, the Board agreed to pay for construction by the Land Company: "$350 on the completion of the foundation; $600 when the building was roofed and shingled; $600 when second coat of plastering is finished, and remaining $608.50 when the building shall have been completed ... and accepted." Already the County Commissioners had been requested, and approved, to appropriate an additional $1,000 for the building. A $1,700 fire insurance policy was taken out in April, 1898. For the first year, six tons of coal were purchased to fire the boiler; but for the second year, a coal stove was installed "as the expense of the furnace is too great for one room." The Board refused to pay an additional $60.40 for the architect fees but did agree to buy window shades and build an 80-foot walkway to the street. In 1901, the teacher at Chevy Chase was notified to comply with the law and accept no pupils from the other side of Wisconsin Avenue, then called Rockville Pike.

In June, 1903, both Chevy Chase and Takoma schools were closed "owing to small average and their proximity to the District schools." By the end of the year, Chevy Chase school was sold for $1,700. In 1912, a wholly new Chevy Chase project had to be undertaken when the District of Columbia began excluding pupils from across the line.

Teachers were notified that "the rule provides that whenever a school fails to enroll 20 and the average attendance falls below 10, the salary is to be $25 per month." Teachers appealed to the Board that they be allowed to use one day of each quarter for visiting nearby schools to observe methods of teaching, but the Board hesitated and tabled the matter. Not all teachers lived up to expectations, as the Minutes of August 12, 1890, show:

> The Sec'y was instructed to request trustees of Poolesville School to fulfill their promise made last year when the Board confirmed [illegible] as teacher, and give [him] his notice, the Board having reason to believe that [he] has been all during the past school year addicted to the use of intoxicating liquors to excess.

The Board decreed in the Minutes of October 20, 1891:

> That principals are in charge of their schools, that principals have the right to [assign] work to the assistants, that in the event of refusal on the part of the assistants to perform duties assigned them by the principal, the principal is to report the matter in writing to this Board.

By 1892, the upgrading of teachers caused the Board to order that any principal with one or more assistants must have a first-grade certificate and to require for any certificate a minimum of 60 per cent in each subject with an average of 75 per cent. Annually, delegates were sent to the meetings of the State Teachers' Association. These usually included a Board member, the examiner, and two to eight teachers who had an allowance for transportation. But in 1893, because of the financial condition of the Board, no teachers' meeting was held. When the Teachers' Association recommended several textbooks in 1896, the Board adopted them. This was about concurrent with the introduction of free textbooks for all pupils in the state. In the same year:

> It was ordered by the Board that membership in the Teachers' Association be obligatory upon Teachers in the Public Schools of the County; and that the Secretary be directed to deduct from the salary of all new members, the sum of one dollar, at the approaching Fall Term, and fifty cents dues annually from all other members.

And:

> The Treasurer was authorized to pay small amounts to Teachers upon salary, when so requested, but on no case more than fifty per cent of what has been earned by them at the time of such application and payment.

SALARY SCALE, 1897

On July 13, 1897, a new salary scale was adopted:

> First Grade: Principal with average attendance of 20 to 40 pupils, $120 per quarter. Principal with average less than 20, $100 per quarter. Second Grade: Principal with average 20 to 40, $100. With less than 20, $90.
> Assistants: First grade, $110. Second Grade, $90.

More and more space in the Minutes comes to be taken up with regulations for teachers as the system gradually grew. At one sitting (October 5, 1897), the Board declared election day a legal holiday but that nonattendance on association meeting day would cause a loss of pay; that all reports and book orders had to be written in ink. "Teachers are to be admonished to adhere to schedule and classification of the State Board of Education and not to adopt their own." Two months later "the Treasurer was authorized to make small payments to teachers applying for money before Christmas"; and if he could not obtain the $1,000 needed from the County Commissioners, he should discount a note at the Montgomery County National Bank. Four months later the Board was annoyed by repeated complaints that certain teachers failed to pay their bills. Teachers were told that they could not make up lost days by holding classes on holidays. The Board noticed an old country-school custom and caused its discontinuance by deciding "not to allow teachers their salaries for the time a school may be closed on account of a death in the family of a patron or in the family of a teacher."

In 1901, a program for in-service training was instituted by engaging a speaker to appear at several places in the county to talk on methods of instruction in geography, but the May 1, 1901, Minutes say:

> It is with regret the Board learns from personal attendance of the Pres. and others, that a number of teachers failed to attend, by request of the Board, the talks given by Mrs. Elliott on methods of instruction in geography, at some of the points designated in the County, and, inasmuch, as the talks were intended to help the teachers in their daily work, thereby

> benefiting the pupils, the only conclusion is that the said teachers by refusing or neglecting to comply with the request, indicate their purpose of retiring at an early date from school work in the County.

Principals and assistant teachers were given a directive in 1901:

> That Principals of all graded schools with assistant teachers share the labors of the assistant teachers until the Principal's department has an equal number or not less than 20 in daily attendance.

The Board even got into teacher-pupil relations. A special meeting was held about a suspended pupil, but no details are given except that at the next meeting one month later:

> It is the order of the Board that the only solution of the question is that the teacher must not require any pupil to do the sweeping and that the teacher of said school shall observe both the spirit and letter of this order. There must be no discrimination by the teacher between those who comply and those who refuse.

The following year, 1902, there was a special meeting in regard to suspension of pupils at Rockville High School. The "principal acted properly" as "children were indiscreet," but "young people have been guilty of no actual wrong-doing" so they were "allowed to return to school."

As late as 1906, the Board could, and did, order a professional magazine for all teachers, deducting the fifty-cent subscription cost from each teacher's salary. Teachers' salaries were a continuing problem. The 1888 budget listed 98 teachers with a total salary of $35,606.25, which meant an average annual wage of $363.33 per teacher. Next year, the request was for 100 teachers to average $356.39, and the reduction in salary was the result of depressed farm prices and the monetary controls then existent rather than of the concurrent attempt to upgrade teachers' qualifications. Teachers did not always receive even the budgeted salary amounts; for when costs of other items were above anticipations or tax collections were below, in order to keep the School Board out of debt, classes would be closed early with consequent reduction in teacher pay.

In 1898, Chapter 451, *Laws of Maryland,* authorized monthly payment of salaries to teachers.

By 1900, Rockville school was assigned a fifth teacher and the principal given a salary of $750 per year. The next year teachers petitioned for an increase in salary, and it was referred to a committee consisting of the secretary and president. The Board in 1901 adopted a regulation on pay for substitute teachers:

> That whenever a substitute is employed by the Board, if the time made is a week or more, then the substitute is to receive the full pay of the teacher——unless the teacher has made a contract for less. Any time less than a week, the teacher is expected to make the contract, or, if left to the Board, then the substitute will be paid one-half of the teacher's salary.

Then they informed the petitioning teachers:

> With respect to the petition of a number of the teachers of the County requesting a return to the former system* of paying salaries, the Board, after carefully considering all the facts, regrets to say that it will not be expedient to make any change from the present system, unless

---

*Quarterly system.

> an increase of funds could be obtained. The large outlay for 116 schools and 140 teachers with constant and urgent demands for new school buildings, necessary repairs, furniture, and other necessary incidentals, and to continue the schools from 8½ to 9 months annually, would not in the judgment of the Board justify the change, which would entail an additional outlay of from $3,000 to $4,000 annually.

At the same time, the Board announced that the new State Board bookkeeping system no longer allowed any advancements of salary before it was due.

By 1902, a complicated ruling was adopted to raise some salaries while lowering others:

> Beginning with September next, all schools averaging 30 or over, except where there is an assistant, the teacher's pay will be increased 10% and the schools falling below an average of 13 will be reduced 10%. And any school with an assistant failing to make the required average of 40 for the term of 50 days both Principal and Assistant be reduced 10% from the salary proper. This applies to white schools.

The next year, it was ordered that teachers be paid half salary when school is closed by the Board of Health or when prevented by snow storms from attending their schools. The same year, the Board approved "the proposition to have the teachers present petitions from the respective school districts to the County Commissioners asking for an increase of 5¢ to the 25¢ on the hundred."

Also, the Board recognized differences in local conditions:

> As the local expenses in the towns of Rockville and Kensington are so much higher than in the rural schools and the cost of the janitor is paid by the teachers, the assistant teachers in the said schools be paid the full amount the certificates demand, either $2.00 or $2.40 per diem, as the case may be; the principal at Kensington to be added 5% more for the half-term.

In 1904, the adopted salary scale read:

> That the salary of the Principal at Kensington and Gaithersburg be fixed at $600 each for the school year of nine months. And that hereafter all First Grade Principals with an assistant, the salary shall be $500 for school year of nine months. If, however, said schools of Principal and Assistant fall below an average of 40 for 50 days, or for the summer term which may be less than 50 days, then the Principal and Assistant shall be discounted 10% each for salary proper.
>
> That the order of 10% increase in salary for average of 30 and 10% decrease for less than 13 be revoked.

The teachers at Kensington received another special dispensation in 1905 when the Board noted that each of them was to pay $3 a month toward a janitor's salary, and all above $12 per month of his fee would be paid by the Board.

COLORED SCHOOLS

Colored schools, still separate, became a problem when state financing changed. Many Minutes refer to these schools. In 1897, colored schools were valued for fire insurance at $7,746, while all others were appraised at $37,341. Enrollment of colored children was 2,135 and white numbered 3,750. They were closed early on April 1, 1897, because $543.05 of this year's funds had to be used to cover last year's spending, and $500 was spent for a new school at Seneca. *Webster's New Academic Dictionary* was ordered for colored schools in March, 1897. While the budget requested a new school at Howard's, it was finally only an addition (July, 1897).

The State Legislature enacted a law empowering the County Commissioners to levy $1,000 to be paid to the School Commissioners who were directed to repair, improve, and add to the house and lot in Rockville for the education of colored children in Montgomery County (chapter 447, 1898). The 1899 budget separated white and colored schools in the listing. Requesting new schools at Elmer, Wheaton, and Linden; an addition at Washington Grove; and repairs at Rockville, Brighton, Norbeck, and Mt. Zion made a total budget of $11,700 of which $8,500 was anticipated to come from state funds.

By 1901, the Board was formally considering a petition from colored citizens of Rockville for a Manual Training School and a month later authorized it to open by May "if the funds in hand permit." The Board set standards for Negro teachers' certificates:

> It was voted that the Colored applicants for Teacher's certificate making a general average of 40 be granted printed 3rd grade certificates, under 40 permits only, the former for three years, the latter for one year. [1902]

The former white school at Quince Orchard was converted to colored use after a fire destroyed the building of one of the county's first colored schools.

The Board again moved to set up a Colored Industrial School at Rockville by voting $100 to start it (December, 1902), but suspended it the next summer for lack of appropriation. When state funds were lowered, all colored schools except Brighton and Sandy Spring had their second teachers dismissed; and principals held morning sessions for older pupils and afternoon sessions for younger ones when attendance was greater than could be comfortably seated (June, 1903). The colored schools were closed early:

> The question of closing the Colored Schools was considered, and after due deliberation, it was voted, That inasmuch as the State appropriation is over $3,000 less than in former years, so that the sum of $4,700 including the Colored School tax is all that the Board has at its command to pay toward the Colored Schools of the County. It is, therefore, ordered that the Colored Schools close March 4th, notwithstanding it will take about $1,100 from the white school fund to run them to that date.

Shortly after setting up the first high schools at Rockville and Gaithersburg, the Board ordered "that no teacher shall organize a grade above the 5th in the Colored schools, thereby confining the schools to the elementary branches, without special permission from the Board." Again, with shortened funds, colored schools were officially closed on February 24; but any teacher might keep his school open on a subscription basis. The Board ordered that colored children under the third grade not be permitted to take books home and that all teachers enforce the rules as to defacing books and see that they were covered.

Quite an argument developed between this Board and its counterpart in Frederick over attendance of pupils who crossed the county line. The secretary was directed to write the secretary of the State Board for advice when the Frederick School Commissioners refused to allow Montgomery "anything" for their pupils attending in Montgomery County (December, 1896). The Frederick Examiner acknowledged receipt of a request but set no date for a meeting; so the Montgomery Board instructed its counsel, William Veirs Bouic, to press the claim for tuition fees from the line crossers (March, 1897). Again the local Secretary was told to get advice from the State Board (September, 1897). The counsel was asked to enter suit against Frederick County for amounts due Montgomery for tuition of these pupils. A check by teachers showed an unspecified number of them in the schools of Poole's Tract, Hyattstown, Light Hill, and Clagettsville (April, 1898). These teachers were notified to require pupils from Frederick County to get permits from the Frederick Board and to send the permits to the Rockville Examiner (October, 1898). At long last two Board members and the secretary met with the Frederick Board and settled by a very formal contract that pupils in either county might cross the line if permitted by their own Board, in which case the home Board would pay the other $2.50 tuition per term. If no permit was given and a pupil crossed the line, he must pay the same rate. The State Law of 1916 was careful to provide for this or similar situations (Art. 77, sec. 59).

HIGGINS RETIREMENT

The change in membership of the Board of School Commissioners in 1896 and the resulting change in the office of secretary, treasurer, and examiner caused the local editor to editorialize:

> The people of Montgomery county lose the services of a very earnest and capable public servant in the retirement of Mr. John J. Higgins from the position of School Examiner and Secretary of the Board of School Commissioners. During his incumbency of the office Mr. Higgins has endeared himself to all persons who held official relations with him, and has justly, earned the confidence and regard of the entire community for his painstaking and careful performance of his official duties. He carries with him into future fields of usefulness the good will of hosts of friends.
>
> The retirement of such an officer would be, under any circumstances, a source of deep regret. In the present instance, the feeling of regret is deepened by a sense of humiliation when we reflect that so worthy and straightforward a gentleman has been made the victim of a vindictive factional spirit, and that the public schools of the county have been brought under the control of party politics. The new Board of Commissioners thus enters upon its career under a cloud of suspicion which could have been easily and happily avoided, and which may seriously impair its usefulness to the public whom it should have been its first duty to serve.
>
> Perhaps they may do better in the future, and we heartily commend to them the following warning from the Baltimore *Sun,* of Tuesday last. If it was unheeded in this first act, it may still furnish a safe guide for their future conduct:
>
> It is a self-evident proposition that the efficiency and respectability of any system of public education depends largely upon its being conducted along non-partisan lines and the retention in the offices of men and women of experience and tried ability and faithfulness, who have given proof of knowledge of the numberless details required for the beneficial performance of the duties of its positions. This is the only guarantee of orderly progress in our educational methods and of care and economy in the management of the large sums of money appropriated for the maintenance of the public schools of the State.
>
> To-day the boards of school commissioners of the several counties will be reorganized. A number of old commissioners will retire and new ones will take their places. In most instances the boards will still be composed of a majority of Democrats. It is natural, no doubt, that with a change in the personnel of the boards of commissioners aspirants for the position of secretary and examiner should crop up, each having more or less of political backing. It appears, indeed, that in some of the counties, the local politicians are making efforts to

> displace examiners who have devoted years of faithful service to the cause of public education, for no other reason, apparently that they have not always assisted the dominant faction in carrying out its schemes for political supremacy. The commissioners should be on their guard here.
>
> Recently the State Board of Education, a body composed of Republicans, retained the head of the State Normal School, who is of opposite politics, solely upon the ground of his capacity to fill the position. Will the Democratic county school commissioners show a less enlightened spirit? Will they exhibit partisan prejudice by turning down men of their own party, and of proved capacity and integrity, because they happened to differ from them in some primary election contest? Shall it be said that Republicans possess a higher and broader patriotism, a more liberal and disinterested rule of official conduct than Democrats?
>
> ... ...

The county (*Sentinel*) paper reported on the change:

> Mr. Cooke D. Luckett was appointed Secretary, Treasurer and Examiner at a salary of $1,200 per annum, bond fixed at $20,000, and his appointment to date from August 25th.
>
> Mr. Luckett is a graduate of the University of Virginia, was formerly principal of the Rockville Academy, and is a brother-in-law of Mr. E. B. Prettyman, lately re-elected as Principal of the State Normal School.*

It failed to note that Mr. Luckett had taught in a school in Virginia in between his terms at the Academy and that his last resignation from the Academy had been for the announced purpose of following a more pleasant and lucrative pursuit as a real estate agent in the city of Rockville and the county areas adjacent. Of course, the reporter could not then know that after a change in the office of the Board Mr. Luckett would be out as examiner and would a few years later be appointed as principal of the Montgomery County High School and would preside at its dedicatory flag raising ceremony.

GAITHERSBURG SCHOOL BURNS

On October 24, 1895, Gaithersburg school was a total loss by fire. Until a new one could be built, the John B. Diamond home served as a school. The $1,000 cost of a new school was met by closing all of them two weeks early with the Board complaining that this affected the younger children who could attend only when roads were fairly good and weather moderate. By January 15, 1896, this new building was insured for $1,290, including contents. By 1904, the movement to high schools was such that one was approved for Gaithersburg; but the house and lot on Frederick Road near Summit was too small. A new lot of over two acres was purchased from Mary Augusta Hutton. The Minutes of June 28, 1904, say the cost was $1,601. The land records, Liber 178 folio 222, say $220. This lot is the original part of the present site of Gaithersburg Elementary School. This purchase was partly carrying out the provisions of chapter 589, *Laws of Maryland 1904,* directing a bond issue of $8,000 to pay for a site and building in the town of Gaithersburg. When bidders exceeded the amount available under the legislation, the Board decided to sell the old Gaithersburg and the Oakmont schools to increase the fund. Much objection was raised locally by Oakmont patrons, but that building was not sold. The Board did find an extra $1,000, so they contracted with A. C. Warthen to build of brick a two-story, 36' x 48' building with a wing 7' x 48' for $8,400. The Board was careful to have trees on the lot preserved. A Manual Training room was completed. The high school was organized on July 3, 1905, with Ira C. Whitacre to be principal at a yearly salary of $600. Other teachers were A. R. Watkins, E. W. Monday, and Corrie Devilbiss.

---

*Now Towson State College.

MONTGOMERY COUNTY HIGH SCHOOL

The school in Rockville continued to grow in enrollment. The 1895 levy asked $350 for an addition. The insurance policy of August, 1895, was for $2,250 on a building "erected about 1876 and recently enlarged and repaired, refurnished with new furniture." The first mention of high schools in the Minutes was on April 27, 1897, when diplomas were ordered for Rockville High School. The following term pupils were admitted here who might live nearer other schools.

Some pupils rode the railroad from as far away as Silver Spring and Dickerson. The crowded school caused the Board to determine early in 1904 to open a new building, but a fire in the old one made that a must. Chapter 200, *Laws of Maryland 1904,* states that $20,000 would be provided from bonds for the project and one in Kensington limited to $2,000. In May, the Board purchased for $5,000 from the heirs the grounds of Dr. E. E. Stonestreet's former home and office at the corner of Monroe Street and East Montgomery Avenue. The deed was recorded on June 25, 1904, in Liber 178 folio 223. The Board proceeded under the new law to organize the Montgomery County High School. T. C. Groomes was engaged as architect but had to revise plans downward to keep costs within the budget. The original contract to C. H. Viett was for $20,300. Later costs of construction included:

$400	to Viett for a concrete floor
$1,310	to M. W. Smith for heating and $112.50 for plumbing
$125	for pavement
$69	for five stone steps
$20 or $30	for a tablet in the vestibule
$84.50	to cover boiler pipes with asbestos
$20	for electric lights

The building was accepted as complete on November 13, 1905. On May 17, 1906, an elaborate dedication ceremoney was held. As mentioned earlier, Cooke D. Luckett presided, D. A. Lehman was to accept a flag donated by State Senator B. H. Warner, and Earle B. Wood was to welcome and introduce the governor who made the address of the occasion. This building was the one which burned in March, 1940.

The local paper reported what must be the first high school commencement in Montgomery County and even listed the members of the first graduating class. One should remember that this was not yet a twelve-year system, but these names must be those of the first recipients of a public high school diploma in this county. The newspaper carried the following account:

> The closing exercises of the Rockville High School took place at the Opera House on Thursday night of last week, and were attended by a large audience. The hall was handsomely ornamented with bunting and flowers and presented a beautiful appearance. A pleasing feature of the occasion was the rendition of a number of fine selections on the piano by Misses Bessie Jones and Mary Trail. The program of exercises consisted of original essays, readings, addresses and vocal music, and the manner in which the graduates acquitted themselves was alike creditable to the pupils and their teacher. Mr. E. B. Prettyman, of the State Normal School, after an appropriate address, distributed diplomas to the graduates. The graduating class was composed as follows: Misses Frances L. Amiss, Charlotte Davis, Beulah B. White, Mabel Shaw, Frances L. Horner, Bessie Sage, Laura E. Edmonston and Annie England; Messrs. Pearl Holland, Ernest Reeves Braddock, Wm. V. Robertson, and Montgomery Harriss.

The dedicatory flag raising ceremony was fully reported in the *Sentinel:*

> Governor Edwin Warfield received an enthusiastic welcome when he came to Rockville on Thursday last to assist in the raising of the handsome American flag, presented by Mr. Brainard H. Warner, of Kensington, upon the High School building. The exercises attracted a large gathering of representative citizens from Rockville and various parts of the county.
>
> Governor Warfield was met at the station by a committee composed of Messrs. George R. Rice, Roger B. Farquhar, Zadoc M. Cooke, of the county school board; Superintendent S. R. White, Cooke D. Luckett and Earle B. Wood, of the High School faculty, and Edward C. Peter and Somerset O. Jones. The Travilah Cornet Band accompanied the committee.
>
> The presentation exercises were conducted upon the stone steps of the building, the school children and others standing on the lawn in front. Prof. Cooke D. Luckett, principal of the High School, presided and introduced the speakers. The donor of the flag, Mr. Brainard H. Warner, was unable to be present. His place was taken by his son, Brainard H. Warner, Jr., who formally presented the flag. Prof. S. A. Lehman, of the High School faculty, accepted the gift on behalf of the school authorities.
>
> In welcoming Governor Warfield to Rockville, Prof. Earle B. Wood, principal of the Grammar School, delared that, while the Governor is always welcome to any and all parts of the State, there is no county in which his reception would be more sincerely cordial than in Montgomery. He referred to Governor Warfield's interest in behalf of public education, declaring that he had placed the public school system of the State upon a higher plane and had thereby erected himself an everlasting monument.
>
> The Governor spoke in his usual informal manner. He expressed his gratification at the evidences before him of the widespread interest upon the part of the people of Montgomery county in the cause of public education.
>
> He alluded to the fact that the only State tax to be collected after this year will be for public school purposes. This is a charge, he said, that the taxpayers cheerfully pay when they are sure it is being properly applied and that good results are being obtained from the expenditure of the money.
>
> ... ...
>
> Following Governor Warfield's address, the flag was unfurled and raised amid the cheers of those assembled. The school children then congregated immediately in front of the building and sang 'Star-Spangled Banner' and other patriotic songs. Upon the conclusion of the exercises Governor Warfield held a reception, shaking hands and chatting with many.

Poolesville High School appears with the June 5, 1905, approval of a site purchase for $410 and appropriation of $3,000 for a new building. In July, a contract for $3,384 was awarded to Martin L. Heim. The old Poolesville house and lot was sold to Julius Hall for $525. Robert W. Stout moved from the old two-room to the new four-room school as first principal of this high school, which stood on a part of the present site there. The Board approved building a horse-shed at this school in January, 1906. This was needed as shelter for the horses ridden or driven to school as transportation for many pupils.

The Board Minutes of June 26, 1911, officially made this a high school. At this time, the definition of a high school was still that of the State Department of Education—"any school having at least two grades above the sixth." As early as 1896, their Annual Report said that Montgomery had "two high schools now doing excellent work; one at Rockville and one at Comus."

SHERWOOD SCHOOL

The beginning of the Sherwood High School was a bit different. For many years the Society of Friends maintained a private school there. The name originated from the title of the old land grant. In November, 1889, the Teachers' Association minutes, published in the *Sentinel* for December 6, 1889, show that "Mr. George B. Miller of Sherwood Academy, near Sandy Spring, made some forcible remarks upon the subject under discussion and was afterward elected a member of the Association. He was also requested to prepare an essay for the next meeting on the subject 'How far teachers are responsible for the progress of pupils.'" A Minute of January 12, 1897, reports that:

> Dr. Iddings and Mr. Henderson, Trustees of Sandy Spring Public School, came before the Board and on behalf of the patrons of said school, entered a protest against the consolidation of this school with Sherwood School, and requested the Board to grant the privilege of presenting the views of the patrons of the Public School, who are represented to (be) almost unanimous against the proposed consolidation.

The request to open a public high school in the Sherwood building was tabled on April 2, 1906, and later referred to a committee of the Board. A new Board took over in May, and in June the Minutes recorded:

> The Committee in reference to establishing a High School at Sandy Spring reported favorably and the following proposition was offered to the Board: Pursuant to a resolution duly passed by the Board of Directors of the Friends Central School Association, owner of the Sherwood Schools, on or about the 25th day of March, 1906, the undersigned respectfully tender the use of the building and grounds of the Sherwood School of this place for the use of a High School under the Public School Laws of the State of Maryland, the legal title to the property to be retained by the Association. It is hereby agreed that, for such use by the County of said buildings and grounds as a High School and subordinate branches of the Public School system to be installed, the Friends Central Association will charge a rental of not exceeding seventy-five ($75) dollars per annum, the estimated cost of keeping the property in a proper state of repair, and that such furniture as the School Board may supply to supplement that now on hand will remain the property of said Board.
>
> While it is believed that this arrangement will prove to be of mutual advantage, to the County School Board and the said school association for an indefinite period of time, it is understood that either party may recede from it by proper notice at the end of any school year.
>
> Upon motion the following resolution was passed: Resolved, That the proposition made by Messrs. Kirk and Bentley and Miss Sallie P. Brooke, on behalf of the Friends Central School Association, be accepted, the Board reserving the right to make the number of assistants *two* instead of *three,* one of which will occupy the present public school building for the Primary grade.
>
> Resolved further, That the Principal be Principal of the whole school and for the said school the following trustees be appinted: John C. Bentley, F. W. Downey, Mrs. F. M. Wetherald [sic], the trustees of #1-8 consisting of Samuel Pervis, Thos. P. Marlowe and Mrs. F. M. Wetherwald having resigned.

Within a month this fourth public high school in Montgomery County was approved by the State Board of Education. Pertinent Board actions completing the takeover of Sherwood occurred later under newer Boards but should be told here. From the Minutes of January 7, 1908:

> The Stockholders of the Friends Central School Association through their committee make the following proposition: That they will transfer the title to the property known as Sherwood School, near Sandy Spring, to the authorities in Montgomery County to be used for school purposes upon the following conditions:
>
> 1st, That the School Commissioners will obligate themselves to improve the property by erecting a building that will accommodate at least (150) one hundred and fifty pupils, and be a credit to the Community and County.
>
> 2nd, That such building be completed by the beginning of school in the Fall of 1910.
>
> 3rd, That this property to be so conveyed be used for the purposes of a 'High School' white. And in the event of said High School, for any cause, be discontinued then the property shall revert to the present owners.
>
> The Board could not take action at this time.

As a result of this effort at Sandy Spring and another in the Woodside area, the legislature passed chapter 722, *Laws of Maryland 1908,* "An Act to authorize and empower the Board of School Commissioners of Montgomery County, in its discretion, to accept donations of land and improvements thereon suitable for public school uses with mortgage indebtedness thereon to the extent of not exceeding two-thirds of the value of each such donation, and to assume the payment of such mortgage lien." The act gave the County Commissioners the right to veto any acceptances under this act if in their judgment the mortgage should exceed two-thirds of the value. So the Minutes of January 12, 1909, show that the Board of School Commissioners accepted the Sherwood property under the "Donation Act of 1908."

New schools show up frequently during these years:

1890	Ragtown (now Etchison) and Lay Hill
1891	Unity; Wheaton; Oak Hill, near Edwards Ferry; Neelsville
1892	Laytonsville on a new site; Derwood
1893	Snouffers, near County Airpark; Oakmont, site of present Washington Grove; Garrett Park
1894	Bethesda on present site; new buildings at Fairland and Dawsonville
1895	New buildings on old sites at Concord; Mt. Zion, near Wildwood shopping center; Darby's; and new school and site at Germantown
1896	New buildings for old at Bailey's, west of Rockville on Route 28; Barnesville on new, more convenient site; Darnestown, Old Union, between Dawsonville and Barnesville Station
1897	Grifton, between Laytonsville and Brookeville; Hill-top later called Burdette, between Boyds and Clarksburg; and on old sites at Sandy Spring, Cloppers, Middlebrook, and Cropley

1899 Lewisdale as a more convenient location than older Light Hill; Browningsville; Forest Glen; and replacements at Colesville, Great Falls, Mt. Lebanon, Purdum, Seneca and Glen

1900 Emory, near present Cashell; Glen Echo; Germantown and Wheaton colored schools

1901 Replacement at Kensington

Board Minutes also show:

1892 Refusal to pay for more than six cords of wood per year for a school.

1893 Required Examiner to visit every school at least once a year, then after one month period paid local livery stable $36 for hire of horse and buggy.

1896 "An ax and a saw should be furnished schools applying therefor."

Several schools damaged by a severe storm.

Poole's Tract school applied for a coal-box; it was not granted.

1897 "The school lot at Rockville to be rented for stock no longer."

High School diplomas were first ordered.

1898 Individual drinking cups recommended for teachers and pupils.

Noted that colored persons paid $453.06 county school tax.

1899 Agreed to pay for commencement program at Rockville High School.

"Permission was given to Mr. R. C. Harley teacher at Forest Glen to place shields about the stove to keep off the direct heat from the pupils. Cost not to exceed $1.75."

1900 "The Board purchased the Smith Premium Typewriter for $70 to be used in the public school and the office of the Board of School Commissioners."

Teachers' quarterly reports from 1868 to 1898 packed in boxes, marked and placed in basement of Court House building.

"School Commissioners are not required to pay for vaccinating pupils nor for clocks, or any stationery outside of furnishing free books."

1901 Opened first Manual Training School with A. R. Browne as teacher.

Introduced water for chemical purposes for a school.

A typewriter purchased for use in Manual Training Department.

1904 Paid $5 "for copying Annual Report, destroyed in Baltimore fire."

First reference to title of county superintendent.

"The request for a fence cannot be granted——the teacher is supposed to control the pupils and confine them to the school grounds."

1905 Number of volumes in school libraries, 5,161.

COURSE OF STUDY

The curriculum in the schools was the subject of much discussion at group meetings of teachers, at the county teachers' association level, at the conventions of the state teachers' association, and with the superintendency. With the entry of Dr. M. Bates Stephens into the position as state superintendent, much was done in this area. In the *1897 Report to the State Department of Education,* a complete schedule of studies was given. Then on July 2, 1901, the State Board of Education formally adopted a new and much longer Uniform Course of Study for Elementary and High Schools of Maryland. Both are given as illustrations of the growth being made in the schools of this period.

The *Annual Report of the State Department of Education for the Year Ending July 31, 1897,* stated that the following classification and schedule of studies shall be observed in all Primary and Grammar Schools, and in those classes of High Schools to which they are applicable:

(Subjects in *italics* are recommended, but are not obligatory.)

First Grade.

1. Reading and spelling from Chart or Blackboard; reading or spelling Primer or First Reader.
2. Writing capitals and small letters from copies on Blackboard.
3. Counting objects.
4. Writing figures as far as 100.
5. Adding, subtracting, multiplying and dividing by 2, 3, 4, orally, and by written work.
6. *Drawing.*
7. *Object lessons.*
8. *Singing.*

Second.

1. Reading and spelling to the end of Second Reader.
2. Writing words and sentences from blackboard and from Second Reader.
3. Writing and reading figures as far as 1,000.
4. Adding, subtracting, multiplying and dividing by 5, 6, 7, 8, 9. Mental Arithmetic.
5. *Drawing.*
6. *Object lessons.*
7. *Singing.*

Third.

1. Reading and spelling to end of Third Reader.
2. Copying on slates the lessons of the Reader, and exercises in Dictation.
3. Spelling, one-half of Primary Spelling-Book.
4. Writing and reading figures as far as millions.
5. Addition, subtraction, multiplication and long and short division. Mental Arithmetic.
6. Writing in Copy-Book, Nos. 1 and 2.
7. Language lessons begun.
8. Oral lessons in Geography, including the Maps of Maryland and the United States.
9. *Drawing.*
10. *Object lessons.*
11. *Singing.*

Fourth.

1. Reading and spelling to the end of Fourth Reader.
2. Primary Spelling-Book completed.
3. Copying of lessons in Fourth Reader. Reading from slates the lessons copied; dictation and reproduction exercises.
4. Elementary Arithmetic, through Fractions. Mental Arithmetic.
5. Writing Copy-Book, Nos. 3 and 4.
6. Primary Geography, with Oral lessons and Map Drawing.
7. Language lessons continued.
8. *Drawing.*
9. *Object lessons.*
10. *Singing.*

Fifth.

1. Reading and spelling, Fifth Reader, alternate with History of Maryland and of the United States.
2. Writing lessons in Fifth Reader from Dictation.
3. Spelling––advanced Spelling-Book.
4. Arithmetic, 2d book completed. Mental Arithmetic.
5. Writing––Copy-Book No. 5.
6. Language lessons continued, with Composition and Letter-Writing.
7. Grammar––Parsing and Analysis of easy sentences.
8. Advanced Geography.
9. Elementary Physiology.
10. *Drawing.*
11. *Singing.*
12. *Needle-work and Domestic economy (for girls).*
13. *Elements of Agriculture*, when ordered.

Sixth.

1. Reading and Spelling of the end of Fifth Reader, alternate with History of Maryland and of the United States.
2. Spelling——Advanced Spelling-Book completed.
3. Practical Arithmetic completed. Mental Arithmetic.
4. Writing——Copy-Book No. 6.
5. Advanced Grammar.
6. Geography completed.
7. Lessons in Composition and Letter-Writing.
8. Physiology completed.
9. *Drawing.*
10. *Singing.*
11. *Needle-work and Domestic economy (for girls).*
12. *Elements of Agriculture.*

Time Table

Each grade may have four daily recitations, as follows:

1st.	1 lesson of 15 minutes and three of ten minutes each	——45 minutes.
2nd.	1 ″ ″ ″ ″	——45 ″
3rd.	1 ″ ″ ″ ″	——45 ″
4th.	2 lessons of 15 minutes each and 2 of 10 each	——50 ″
5th.	″ ″ ″ ″	——50 ″
6th.	1 lesson of 20 minutes and 3 of 15 minutes each	——65 ″

The available portion of the remaining hour, and the time that may be gained by the absence of all pupils in any grade, may be spent in general exercises, or in studies above sixth grade, when there are pupils sufficiently advanced.

High Schools.

8. The High School course shall begin with the completion of the sixth grade, and may include all the studies required for admission into the Freshman class at college.

9. No school shall be classed as a High School unless it contains at least two grades higher than the sixth.

10. The following schedule of studies is recommended for adoption in the High Schools and the higher classes of Graded schools.

Seventh.

1. Arithmetic reviewed.
2. Algebra (Wentworth's or Robinson's) through Equations of the first degree.
3. Geometry (two books of Wentworth, or an equivalent)——Geometrical Drawing.
4. Physical Geography.
5. English Grammar——Morris' Elementary Lessons——Parsing and Analysis of 'Paradise Lost,' Book I.

6. Practical exercises in Composition.
7. English History––Green's 'Short History.'
8. Latin Grammar and Reader.
9. Book-keeping.
10. Physiology––(Martin's Human Body).

Eighth

1. Algebra through Equations of the second degree, and Progressions.
2. Geometry, Plane and Solid, completed.
3. Natural Philosophy.
4. Rhetoric.
5. Modern History.
6. Latin––Caesar's 'De Bello Gallico,' three books.
7. Physiology completed.

Ninth.

1. Plane Trigonometry and Surveying.
2. Chemistry.
3. Botany.
4. Ancient History.
5. English Literature (Shaw's).
6. Latin––Virgil's *Aeneid,* four books; Sallust––'The Conspiracy of Catiline.'

HEALTH DEPARTMENT REPORTS

In this period local boards of health were organized in some districts of the county. One of the chief areas of their work was the control of epidemics of scarlet fever, diphtheria, and other childhood diseases which were so prevalent then. A report from one board in 1898 gives a good picture of schools of the time:

> The Olney Board of Health has lately made certain investigations as to the sanitary conditions of the public schools of that district with results which should be of interest to the public, since these schools are doubtless a fair sample of those of the rest of the State.
>
> Three of the buildings were found in very bad repair; floors worn out, plastering off, and otherwise dilapidated, making them difficult to warm and so draughty [drafty] as to be dangerous to the health of the children compelled to suffer in them. Most of them however are fairly well adapted to the purpose intended, and doubtless the Commissioners have been trying to do the best they can with inadequate funds.
>
> In view of the severe epidemic of smallpox, which originating in Georgia, has spread to other States and is gradually approaching us, it would be well to notice how the law compelling all children who attend public schools to be vaccinated, is carried out. It was found that most of the teachers were not sufficiently impressed with the importance of this law. Some had made no examination of the pupils, considering the law a 'dead letter.' They, as a rule, agreed to attend to its proper observance when its importance was pointed out to them. It would be well for parents themselves to see that their children are vaccinated in accordance with law and for their own safeguard.

It was found that in only one school were the children required to furnish and use their individual drinking cups, though several of the teachers expressed themselves as favorable to the plan, and stated that they would endeavor to have it introduced, thus teaching cleanly habits, and lessening the danger of spreading diphtheria and similar diseases.

All the teachers seemed to understand to a greater or less extent the responsibility resting upon them when a contagious disease is found among the scholars, or when they know that one or more have been exposed to a contagious disease. The usual steps taken by the teachers may be summed up as follows:

The child suffering from or who has been exposed to a contagious disease is sent home and not allowed to return to school until the teacher is satisfied by a physician's certificate, or otherwise, that all danger is past; and the other children are not permitted to expose themselves to contagion so far as possible.

The entire absence of contagious diseases from the schools of Olney district this year is a matter for congratulation, and an epidemic should not be permitted ever to gain a foothold in our county. Much depends upon our public school teachers in this respect. With our capable school board and exceptionally intelligent public school teachers we should be in a very advantageous position to combat diseases if a proper system of co-operation between the State Board of Health, local school boards, and the school authorities and teachers can be established. There was a very general desire expressed by the teachers to assist the board of Health in every way in their power.

The eyesight of pupils is often seriously injured by faulty construction or arrangement of desks and seats. Children are compelled to lean forward or to sit in injurious attitudes because the desk is not suited to the size of the child, or the seat is not placed in a proper position. In nearly all the schools the desks are antiquated and improperly arranged. In some instances the children are compelled to lean forward at a considerable angle in order to read a book placed on the desk. This is simply inviting disease. The front edge of chair or bench should be a little under the edge of the desk, the seat just high enough to permit the sole of the foot to rest flat on the floor with knees bent at a right angle. The desk should be high enough to bring a book lying on it to just about fourteen inches from the eyes.

With but one exception the school buildings were found to be without any provision for free circulation of air. Even the fine new building at Sandy Spring was totally deficient in this respect. A trap-door in the ceiling allows the teacher to let out the overheated air when necessary, but the door and windows alone supply pure air from the outside. It is unfortunate that the importance of thorough ventilation without draughts [drafts] was not appreciated by those planning this building, since the contractor thoroughly understood the principle and would have constructed the building with a scientific system of ventilation at little or no increase of cost had the specifications called for it.

As it is well known the bad air of a room, including the dust particles, settles to the lower strata, and a hole in the top of the building only permits the exit of the warm air, apt to be the purest, or admits a draught of cold air from outside upon the heads of those sitting in the draught. The best method would be to force pure air already heated into the room and provide an exit for impure air near the floor. The warm air will then fill the upper part of the room, forcing the foul air down and out.

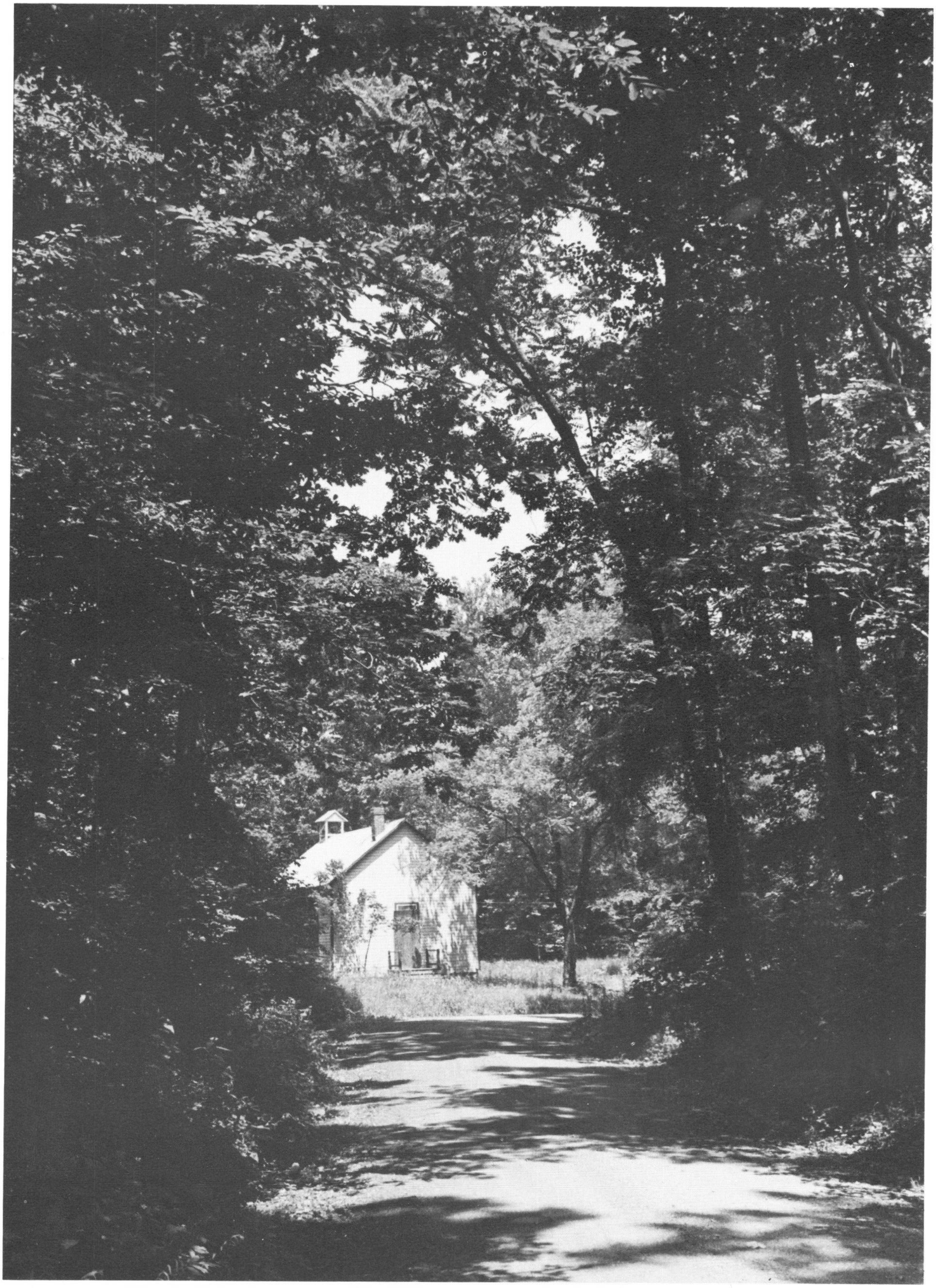
> In our county schools it is not practicable to force in heated air, but pure air can be admitted through a box leading under the floor and opening under the stove where it will be more or less heated and rise to the top of the room, then if a ventilating fan be placed in a corner out of the way with its opening near the floor some distance from the inlet, the foul air will be forced down and out. When the shaft is a part of the chimney the heat of the smoke pipe will assist the upward draught, but when the shaft has to be made independently some kind of ventilating cap, such as the Star, should be placed on top to cause an upward suction. The saving in fuel is a considerable item in favor of this system, as the colder air next the floor is drawn off and the warm air is equally distributed from floor to ceiling in every part of the room. One school building in the district is ventilated as described with entirely satisfactory results, the room being comfortable and air pleasant with door and windows closed.
>
> Proper ventilation could be provided in all our schools at a cost of not more than $25 in any one case, and for most buildings $15 would cover the expense. It is generally considered that not less than 200 cubic feet of air space should be allowed for each child; this however depends very materially on the question of circulation of air. One school in the district has 283 cubic feet of air space for each pupil, and yet the room is nearly always close and uncomfortable, being a tight building with no provision for ventilation except by window or trap door, while in another with a proper system of ventilation the air is always pure and pleasant and the temperature comfortable, yet this school has only 150 cubic feet of air space for each child.
>
> A coal stove with door open, or a fireplace, will give a fair method of circulation of air, but without a proper inlet, draughts will be caused.

The Board of Health tried to work cooperatively with teachers as is shown by a resolution in 1903:

> At a meeting of the Board of Health for Olney District, this county, the following resolution was adopted:
> *Resolved,* That since many cases have come under the notice of this board where unavoidable injustice has been done to our most valuable allies, the public school teachers, by the operation of the laws concerning contagious diseases by cutting down the compensation of said teachers during epidemics, we would strongly recommend that the salary of no public school teacher in the State should be less than $300 per annum for a full term of service, and that no deduction be made from that salary on account of the prevalence of contagious disease.

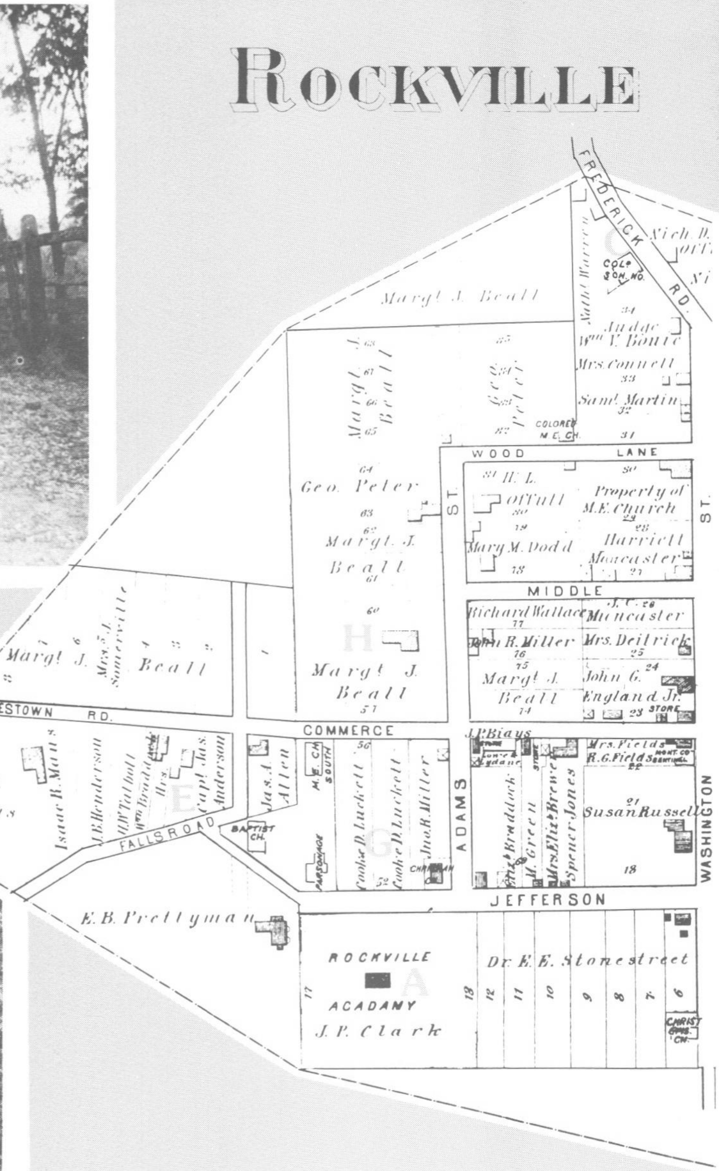
But then came a law requiring that all children must be vaccinated before they could attend school. This caused difficulties for teachers as shown in a report of a meeting of the Teachers' Association in 1904:

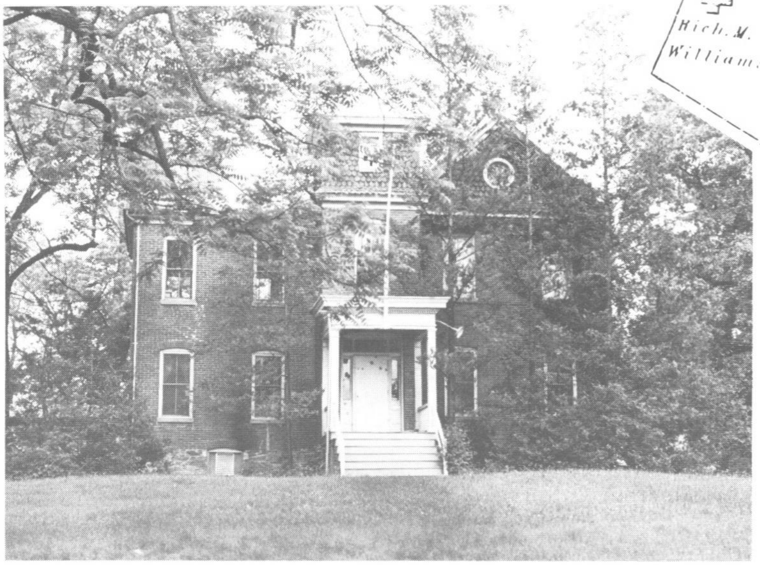
> One of the most interesting questions discussed was that of compulsory vaccination. It was shown that the teachers of the county have been placed in a very embarrassing position in this respect. The health officers insist that every scholar be vaccinated, while many parents have directed the teachers to send their children home if the vaccination is insisted upon. The discussion developed that a scholar in Gaithersburg district had died from the effects of being vaccinated.——Many of the teachers do not approve of the compulsory law.



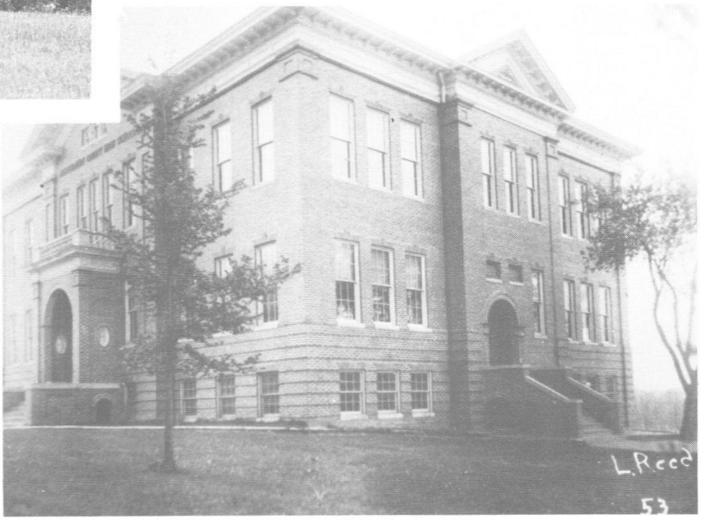
Kingsley School, constructed in 1893, now preserved in Little Bennett Regional Park

Lovers' Lane (teachers' planning period)


ROCKVILLE
FREDERICK RD.
Margt. J. Beall
Judge Wm. V. Bouic
Mrs. Connell
Saml. Martin
COLORED M.E. CH.
WOOD LANE
ST.
Geo. Peter
H. L. Offutt
Property of M.E. Church
Mary M. Dodd
Harriett Muncaster
MIDDLE
Richard Wallace
J. C. Muncaster
John R. Miller
Mrs. Deilrick
John G. England Jr.
STORE
Beall
DARNESTOWN RD.
COMMERCE
J. P. Biays
Mrs. Fields
R. G. Field
Susan Russell
M.E. CH. SOUTH
Jas. A. Allen
Capt. Jas. Anderson
BAPTIST CH.
PARSONAGE
FALLS ROAD
ADAMS
WASHINGTON
Spencer Jones
JEFFERSON
E. B. Prettyman
ROCKVILLE ACADEMY
J. P. Clark
Dr. E. E. Stonestreet
CHRIST EPIS. CH.
A
G
H

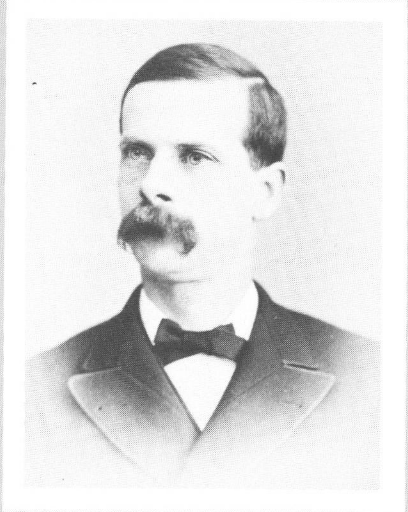


Rockville Academy, operated from 1810-1920; last building, constructed in 1890 (A)

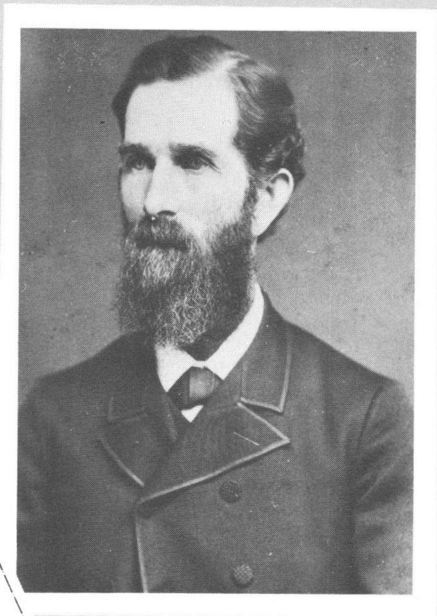


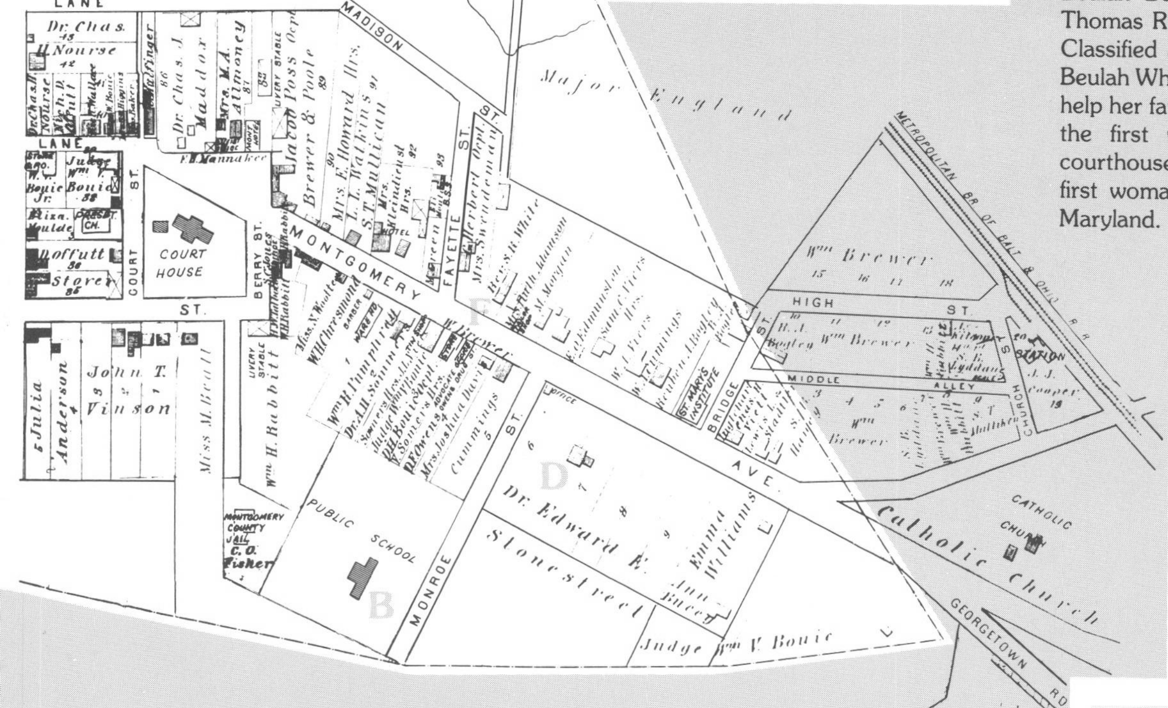
Montgomery County High School, constructed in 1904-05; burned 1940 (D)

John J. Higgins
Secretary, Treasurer and Examiner
1888-96



Samuel Richardson White
Secretary, Treasurer and Examiner
1880-88, 1900-04
First Superintendent of Schools
1904-06

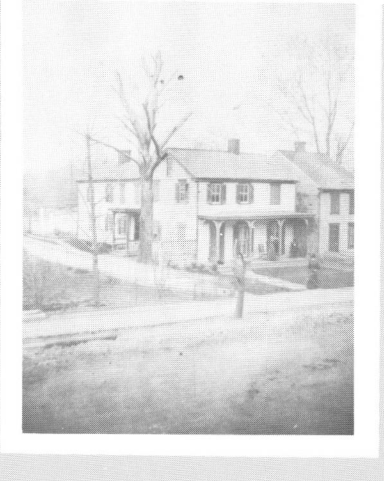



Dr. Chas. H. Nourse
J. G. England Jr.
Lowe & Lyddane
Mary J. Beall
Major England
Madison St.
Montgomery Ave.
Court House
Court St.
Berry St.
Fayette St.
Monroe St.
Public School
Montgomery County Jail
Dr. Edward E. Stonestreet
Emma Williams
Judge Wm. V. Bouic
John T. Vinson
Julia Anderson
Wm. H. Rabbitt
Jacob Poss
Brewer & Poole
High St.
Middle Alley
Bridge St.
Church St.
Wm. Brewer
St. Mary's Institute
Catholic Church
Georgetown Rd.
Metropolitan Br. of Balt. & Ohio R.R.
Station
Montgomery Co. Agricultural Grounds
Track
Stables
Cook House
Stand
Hall
Coops
Pens
B
D
F

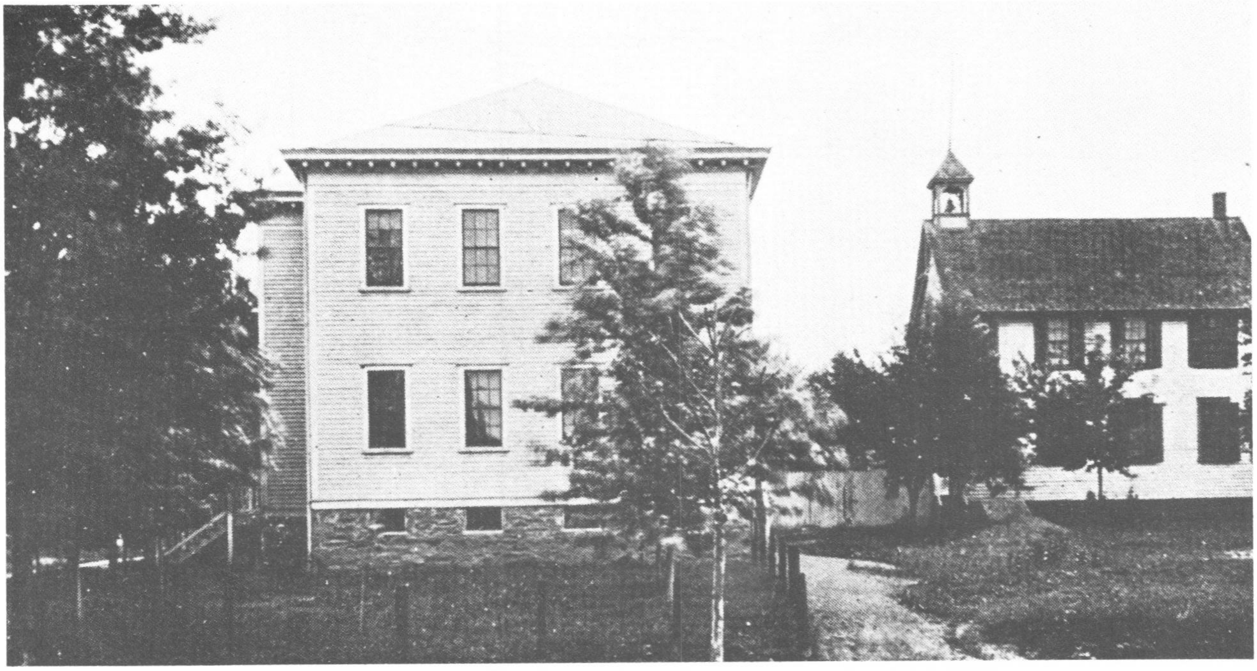
Beulah Bouic White Hall; husband Thomas R. and son, Thomas R., III. Classified as a secretary-messenger, Beulah White was paid $10 a month to help her father, S. R. White. She was the first woman to work in the courthouse in Rockville and was the first woman justice of the peace in Maryland.

Key:

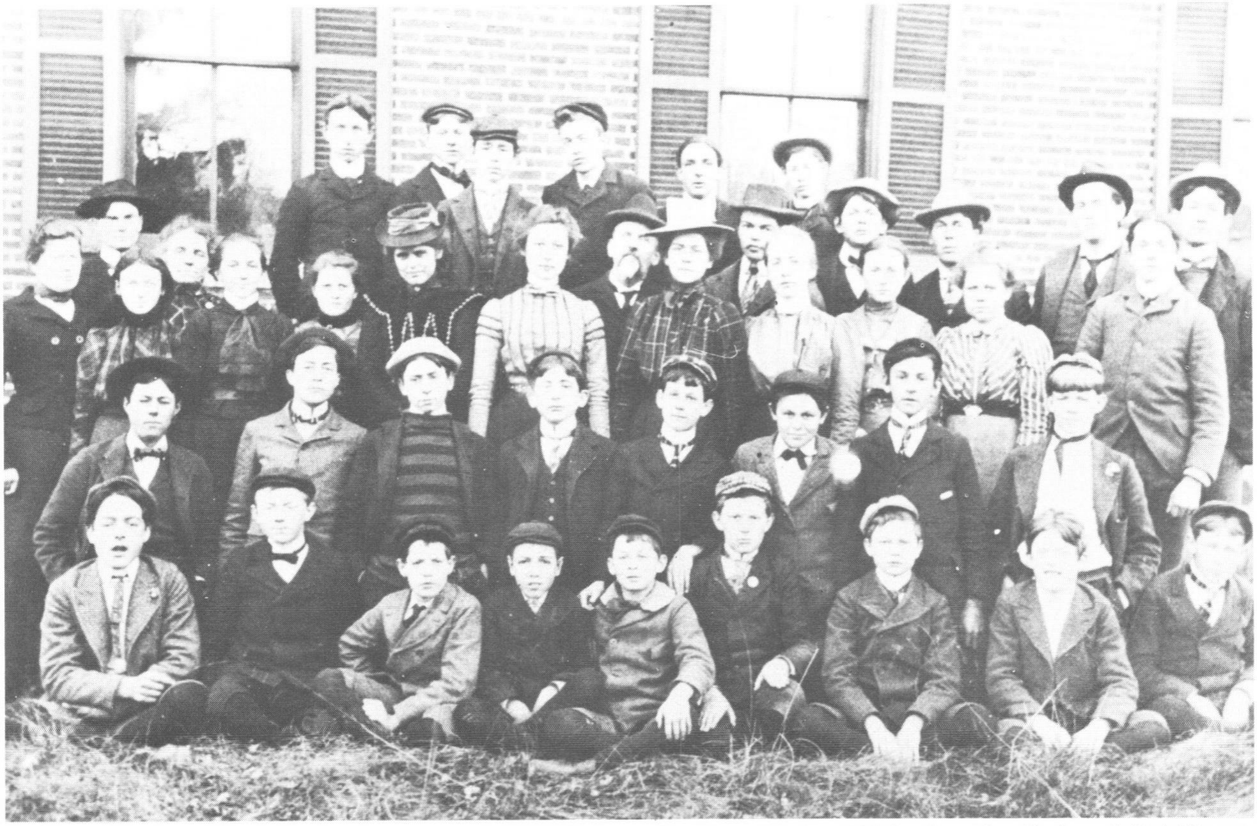
- *A. Rockville Academy, second site, 1890*
- *B. Rockville Public School, 1876*
- *C. Rockville Colored School, 1876*
- *D. Montgomery County High School, 1904*
- *E. Home of James Anderson*
- *F. Home of Samuel R. White*
- *G. Home of Cooke D. Luckett*
- *H. Beall-Dawson house, present home of the Montgomery County Historical Society*



Home of Samuel R. White
on Montgomery Avenue
near Fayette Street (F)



Old school house in Kensington (r) and new one constructed in 1901.



Pupils and faculty of Rockville Academy around 1900. First row: Lyttleton Waller, Will Graff, unidentified pupil, Bob Pierce, Joe Packard, Julian Whiting, Doderidge McCullough, Edwin Smith, George Allnutt. Second row: George Barnsley, Ed Green, Albert Bouic, John Warner, Randolph Mason, John Packard, John Anderson, ? Hillyard. Third row: Elsie England, Lee Adamson, Mary Hurley Carter, Hattie Williams (a teacher), Bessie Pierce, Nanny England Abert, Mercy Ward, Barry Abert Williams, Wm. Pinckney Mason (principal), Beulah White Hall, Ella Kilgour Porter, Anna Laurie Dowden Coupard, Effie Barnsley, John Higgins. Back row: Skip Day, Ralph Luckett, Ernest Allnutt, Percy Trippe, Somerville Dawson, Porter Ward, Will Prettyman, an unidentified boarder, Clifford "Pap" Stiles, Mr. Morrison (assistant principal), Claude Poss.

TEACHER ASSAULTED AT RAGTOWN

Teachers in the classroom had their periods of roughness then. A news item of 1899 reported:

> Welling M. Penn, a teacher of the public school at Etchison, this county, was seriously assaulted Monday afternoon in his school room. The assailant was Carleton Baker, a young man said to be from Washington, and the attack was prompted by revenge due, it is said, to a whipping which Penn administered to Baker's younger brother, a student at the Etchison school. Baker alighted from a train at Gaithersburg. He hired a team from Alex. Carlisle and drove to Etchison. While school was in session he entered the room, attacked the teacher with a cowhide, giving him a severe thrashing.
>
> He departed, but returned and again attacked Penn this time using a poker, which he found in the school room. After dealing the teacher some vicious blows the irate visitor jumped in his buggy and drove off hurriedly. A warrant was sworn out for Baker's arrest, but he has not yet been apprehended.

A month later, this news item appeared:

> Carleton E. Baker, of Washington, charged with assaulting W. M. Penn, teacher of the public school at Etchison, this county, some weeks ago, appeared before Judge Henderson on Tuesday last and furnished $200 bail for his appearance at the March term of court.

Then in the report of the March term of court, there appear two cases:

> State VS. Carleton E. Baker, assault, fined $100 and costs.
> State VS. Wellington Penn, assault, not guilty.

Many teachers had to face the problem reported in a 1905 story:

> The public school at Hunting Hill, this county, was lately thrown into a tumult by the discovery of a beautifully colored animal in the vestibule of the building. No one present knew what it was; as yet it had given no sign of the species to which it belonged. It offered no resistance to attack, but crouched in the corner with defiance gleaming in its eyes. It would not be driven out by gentle means, and a stinging lick was applied. In return one sweep of the brush was given and olfactories were stifled and the building saturated with an unbearable odor. 'Polecat! kill him, kill him!' was the cry, when the traditional polecat of ancestral teaching dawned upon the scholars. And the deed was done by the few courageous ones who did not scamper. The building was fumigated with burnt cedar, and the school is just as pleasant to the pupils as ever before.

In 1903, another court decision changed financial procedures of the educational system considerably. Details can best be given by quoting the news story:

> Under a recent decision of the Court of Appeals in the case of Robert Shriver, of Allegany county, against the Comptroller of the Treasury, it is believed that an entirely new plan of distributing the school fund from the State Treasury must be adopted. Under the old method prescribed by the Act of 1872 it has been customary to use the colored population of school age twice in computing the amount for each county. That is to say, the distribution of funds to the white schools was based upon the entire population of school age, both white and

> colored. Then the distribution to the colored schools was based upon the colored population. This, of course, gave the counties having a large colored population a great advantage, and it is believed that this was done intentionally. For it is fact that the counties having the largest Negro population are the poorer counties and unable to bear the burden of educating so large a non-taxpaying population. It was therefore said to have been the intention of the Legislature to give them a larger proportion of State aid.

The decision above referred to was based upon the provision of the code on the subject, Section 102 of Article 77, which is as follows:

> As soon as the Comptroller shall have received from the city of Baltimore and the several counties returns of the amount of the State school tax levied in each county and the city of Baltimore, he shall immediately thereafter apportion the amount of the whole levy to the several counties and the city of Baltimore, in proportion to their respective population between the ages of 5 and 20 years.

The Court of Appeals held that the word "white" could not be read into this section, and consequently the petition of Mr. Shriver for a mandamus in the case was dismissed. But the Court went further and expressed the opinion, in substance, that the same principle is applicable to Section 98, of Article 77 of the Code, under which the distribution of the fund appropriated for the maintenance of colored schools is made. This section as well as Section 102 was codified from the Act of 1872, Chapter 377, which reads as follows:

> The Comptroller shall apportion the sum appropriated for the support of the colored schools of the several counties and the city of Baltimore in proportion to their respective population between the ages of 5 and 20 years; said apportionment to be made at the time he apportions the levy for the white schools.

Before the act from which this section is taken was codified, the section contained the word "colored" before the word "population."

> Under this new decision Montgomery county will receive $3,156.71 less per year than heretofore, and this will necessitate the annual closing of the schools about twelve days earlier than usual.

So among the changes made by the legislature in its 1904 session was a provision that colored schools were to be kept open as long as the Board of County School Commissioners should determine. Other school law changes that year included:

1. An increase in the state school tax rate from 10¼ cents to 15 on the $100 assessed valuation.

2. The dropping of the title examiner, and since then this official has been the secretary, treasurer, and county superintendent of schools.

3. The board of school commissioners was given authority to consolidate schools for reasons of economy in operating them.

4. Schools were required to be open not less than nine months, and no white teacher's salary was to be less than $300 for the school year, provided the daily attendance in the school was at least 15.

5. February 22 and Whitmonday* were not to be holidays.

6. The board of school commissioners was to appoint all assistant teachers, after advising with the principal who was still to be named by the district board of trustees.

7. The principal teacher of a school was made *ex officio* secretary of the board of district trustees.

ORATORICAL CONTESTS

An added feature of the system, begun in 1906, was the oratorical contest among all pupils. This began with the offer from Mr. Warner, one of the county leaders of his day:

... ...

> In order to draw special attention to the cultivation of oratory among the pupils of the schools of Montgomery county, I agree to give a gold medal to the one in each school district who shall deliver the best declamation or oration, on a day in May next, to be fixed by the Board of School Commissioners.
>
> Each school to send its representative to one of the schools in the district, on the day named, to take part in a public contest and the merits of the several competitors to be passed upon by three judges to be selected by the trustees of the school where the contest takes place.
>
> Then I also desire that the successful competitors in each school district meet, at such place in Rockville, on such later day in May as may be determined upon by the Board of School Commissioners, and deliver the addresses or declamations upon which awards were made in their several districts, and to the one exhibiting the most proficiency, as adjudged by the Board of School Commissioners, I agree to give a prize of twenty dollars ($20) in gold.
>
> Very respectfully yours,
> B. H. Warner.

The Board adopted Warner's plan on October 9, 1905. The first contest was reported in the *Sentinel:*

> The contest for $20 in gold, offered by Mr. Brainard H. Warner of Kensington, for the best declamation by a public school pupil of Montgomery county, was held in the Circuit Court room here on Saturday last and was attended by a large gathering of public school children and many others from all sections of the county. Mr. Warner presided, and in a short address explained that he was prompted in offering the prizes by the apparent neglect he had observed in visiting the schools of the cultivation of public speaking among the public school children, and he concluded that such contests as the one on Saturday were best calculated to stimulate interest in art.
>
> The contestants were thirteen in number and were the winners of the recent contests for the gold medals offered by Mr. Warner for the best declamations by the public school pupils of the various districts of the county. They were as follows:

---

*The Monday after Whitsunday which is the fiftieth day after Easter.

> Laytonsville district, Cornelia Higgins;
> Clarksburg, Bertha Lawson;
> Poolesville, Griffith Chiswell;
> Rockville, Amy Pumphrey;
> Colesville, Amy Soper;
> Darnestown, Annie Poole;
> Bethesda, Ida Hodgkins;
> Olney, Alice Banes;
> Gaithersburg, Mamie Briggs;
> Potomac, Myra Burroughs;
> Barnesville, Mary Shreve;
> Damascus, Lillian Baker;
> Wheaton, Hilda Bready.
>
> Although a number of boys contested for the medals in the various districts none was successful.
>
> The judges were Rev. Thomas D. Richards, Messrs. Charles W. Prettyman, John H. Gassaway, Charles F. Kirk and John Thomas. The efforts of all the contestants were of a high order and the judges experienced difficulty in arriving at a decision. A vote found three favorable to Miss Amy Pumphrey and two who thought that Miss Mamie Briggs had carried off the honors, but the decision in favor of Miss Pumphrey was finally made unanimous.
>
> The winner is a pupil of the Rockville High School and is a daughter of Mr. and Mrs. William R. Pumphrey of this town. Her selection, recited both at the medal contest and that of Saturday was entitled 'The Dying Singer.' Miss Briggs, who was such a close second, recited at both contests 'As the Moon Arose.' All of the latter stated that he felt inclined to apologize for what he had said in his opening address about the lack of ability of the public school children to speak in public.
>
> In addition to the gold medal and $20 in gold Miss Pumphrey will be given a scholarship in a commercial college in Washington through the generosity of Mr. Warner.

Without the prizes, this contest was continued until at least 1914; for in 1911 and 1913 the author represented the Barnesville district in the county finals. Unfortunately, the competition of this fifth and seventh grader with the high school pupils from other districts, kept him from scoring higher than second place. Also, most unfortunately, there was no prize of any kind in those years––just the satisfaction of being in the game.

MANUAL TRAINING SCHOOL

The state law of 1901 made available to each county a fund of $1,500 for the establishment of manual training work in the schools of each county. The establishment of this in Montgomery was reported in a news item of March 22, 1901:

> The Rockville Manual Training School was established by order of the Board of County School Commissioners, at a meeting held on Tuesday, January 8th, 1901. The school was not opened until January 21st. Forty-six pupils were admitted, but this number has since been increased to fifty-five.

> The course in paper folding has just been completed by the pupils. The models made were as follows: Wall Pocket, Windmill, Match Safe, Comb Case, Square Pin Tray, Triangular Pin Tray, Square Pin Tray (constructed from circles), Hexagonal Box, Octagonal Box, Paper Case, Cone, Cylindrical Box, Pentagonal Tray, Triangular Catch-all, Double Match Safe.
>
> All these models were accompanied by lessons pertaining to their geometrical construction.
>
> The entire class has now begun working in cardboard. The course consists of about twenty-five models.
>
> Almost all the pupils have completed the first four models, which are as follows: Cube, Square Prism, Triangular Prism, Square Pyramid.
>
> Twelve sloyd* benches and a complete set of tools have been received. The ninth grade will probably begin on woodwork before the end of the school year. The models in this course will be both ornamental and useful.
>
> All are welcome at any time to examine the work of the pupils.

This work began in the Rockville High School; and when the new building was constructed, a room especially planned for this was put in the basement. The first teacher of the subject in the county was A. Riggs Brown, who resigned after a short term, and in a year or two died of tuberculosis. He was succeeded by Wilson S. Ward, who remained here for about twenty years. Other schools began the work; and it was reported at Kensington, Potomac, Mt. Lebanon, and a few others. The $1,500 fund was used to pay the salary of the one teacher at Rockville and to buy materials for the other teachers who would undertake the work. Mr. Vernon D. Watkins at Mt. Lebanon attracted attention even in the annual state report by having his pupils construct an operable full scale steam engine, so the course wasn't all paper folding and cardboard cutting.

By the spring of 1906, this work had grown to the point that a statewide organization of its teachers held a meeting in Rockville, and the *Sentinel* gave it news space:

> The State Manual Training Teachers' Association convened in the Rockville High School building Friday evening and continued through Saturday. In addition to nearly all the manual training teachers of the State, there were present Dr. M. Bates Stephens, State Superintendent of Public instruction; Rev. S. R. White, County Superintendent; the members of the county school board and a number of others interested in the work. The proceedings were interesting and were entered into with marked enthusiasm by all who participated.
>
> At the opening session the following officers were elected: President, Carroll Edgar, of Elkton; vice-president, Wilson S. Ward, of Rockville; secretary-treasurer, James G. Boss, Jr., of Laurel; executive committee, W. J. Holloway (chairman), of Baltimore, D. Fred Shamberger of Sparrows Point and Charles W. Ledley of Havre de Grace.
>
> Following the transaction of business, Rev. S. R. White, county superintendent of schools, delivered an address of welcome, his cordial remarks being responded to by Mr. Carroll Edgar on behalf of the teachers. 'The Best Means of Introducing Manual Training in Those Counties In Which It Is Not Now Taught' was the subject of discussion, nearly every teacher present

---

*A system of manual training, developed from a similar Swedish system, designed for the use of training in the use of tools and materials but emphasizing training in woodcarving as a means to this end.

> participating. It developed that the only counties in the State in which there is no manual training school are Washington, Calvert and St. Mary's.
>
> 'The Extension of Manual Training Into the Graded Schools of the State' was the subject that provoked another interesting discussion. The prevailing opinion among the speakers was that it would be a splendid thing, but should not be attempted until more money is available for the work.
>
> Saturday's program included a paper on 'Proper Place in Grades of Various Manual Training Subjects,' by Mr. Carroll Edgar, upon the conclusion of which the following practical lessons were given: Paper folding and cardboard, by Wilson S. Ward, of Rockville; woodwork for the eighth grades, by Louis Forsyth, of Denton; reedwork, by Everett A. Hidey, of Westminster; decorated leather and metal, by Miss Ada Louise Whitney, of Salisbury, and raffia,* by W. J. Holloway, of Baltimore.
>
> An interesting feature of the meeting was an exhibit of work done by the Rockville Manual Training School.
>
> Among the teachers present were the following: J. H. W. Onion and Myron E. Bailey, of Cumberland, R. W. Strawbridge of Brunswick, Miss Ada Louise Whitney of Salisbury, H. M. Lippy of Ellicott City, Wilson S. Ward and Samuel A. Lehman of Rockville, Louis Forsyth of Denton, James G. Boss, Jr., of Laurel, Carroll Edgar of Elkton, D. Fred Shamberger of Sparrows Point and Charles W. Ledley of Havre de Grace.

It seems quite intriguing to wonder if any of the pioneering teachers named in that article ever dreamed of the industrial arts courses now common to nearly every high school, junior or senior, in the state where they wanted to extend the work as soon as funds were available!

The Teachers' Association continued strong throughout this period. With the change from quarterly to monthly pay periods, teachers were no longer required to be in attendance at Rockville on the Friday pay-day. The teachers did assemble four times each year but on a Saturday. The sessions always featured music by the teachers, both group singing and individual efforts vocally. The recitations and readings of early years gradually disappeared, and more time was given to papers by teachers on problems inherent with their profession. Sometimes a topic of general information was on the program, with the speaker being either one of the teachers, a local minister, or a member of the bar. Teachers took a prominent part in the public discussion of topics leading to legislative change in the school system. One of the teachers, E. L. Amiss of Gaithersburg, served in the Legislature of 1904 and helped to bring about the enactments of the many new changes in the system and the passage of the enabling acts for the bond issues under which the high schools at Rockville and Gaithersburg were built.

TEACHER ASSOCIATION TOPICS

A listing of the topics of papers and discussions of the many meetings of the teachers' association should show their interests and the changes that were taking place during the time covered in this chapter. In chronological order these topics included:

> How far is the teacher of a day school responsible for the progress of his pupils?

---

*The fiber used for tying plants, basket making, and hats from the raffia palm that grows in Madagascar.

How may we teach morality in the public schools?

How may we keep little folks profitably busy?

How may we stimulate lazy pupils?

Best methods for first and second grade pupils

What faculty of the mind should be developed first, and why?

The advantages of diagram work in teaching history

Etiquette at school, what, and how taught?

Methods of teaching spelling

Best means of teaching arithmetic in primary grades

How to beautify our school rooms

Suggest and illustrate experiments in chemistry

The characteristic of object lessons and illustrative teaching

How to teach reading in the third and fifth grades

How to teach spelling in the fourth and sixth grades

Arithmetical proportion

Cause and effect

Analysis

How to develop thought and language

How to use the blackboard and crayon in teaching

Why should normal methods be introduced into country schools?

The metric system

Word studies

Primary composition

Methods of teaching literature

Relationship of mythology to literature

Methods of teaching civil government

Primary arithmetic

How I employ first grade pupils

Incentives to study

State education

Physics in the public schools

How to teach civics in the public schools

Best means of securing correct use of language

Educational importance of drawing

How can teachers most profitably spend their summer vacation

Should arithmetic or reading be made the basis of grading in the public schools?

Debate––That women should be eligible to appointment on the district board of trustees

The dignity of teaching

Free textbooks

The school program and how to arrange studies

Which studies should be taken up in the morning?

Which grades should the assistant have?

The duty of a teacher in a community outside of his school room

Opinion on vertical penmanship

History and geography and their relation

What to do with the first year pupils

How shall we use Friday afternoons?

How to teach music in the public schools

The basis of promotion

What to do with that troublesome boy

Seating the pupils, the best way to do it

How to teach vertical penmanship

Columbus and the age of his discoveries

What methods should we use to secure correct spelling?

Changes to be made in our geographies

How to present numbers to primary grades

Manual training in schools

Roll of honor for attendance

Music in the school

The care of school libraries

School decorations

School room and grounds

In what grade should a text book in geography be used?

The importance of globes and charts

The use and abuse of school books

Teachers' quarterly reports

Habits to be formed in the school—–What and how?

Literature in the schools—–How to cultivate a taste for good literature

Graduation and promotion—–What points should determine?

The dictionary—–Its use and misuse as a reference book

School government—–When is a school well governed?

Daily program for rural schools—–What points should be considered in preparing?

Methods of encouraging regular attendance and discouraging habitual tardiness

Reading circle organization and plans

How school grounds may be made more attractive

Busy work for primary grades

What should be attempted in singing in the rural schools?

The need of a study of agriculture in rural schools

Opportunities for moral training in school life

Language training––What and how to teach

How to teach beginners

How to present beginning work in numbers

The social relation of a teacher to the community

Corporal punishment

The use of text book in language lessons

School hygiene

Cardboard and paper cutting

How school libraries are utilized

Developing and using our own talent in institutes and other meetings

Visiting and interesting delinquents, patrons and pupils

Daily reporting

Discovery, encouraging and developing the teacher talent

Moral training

Consolidation of schools

Some professional habits

Good order––What it is on the school ground

School penalties––Proper and improper

Sources for school study of geography

Practical nature study in school

What is due from the teacher to the County Teachers' Association?

Should Latin be taught in the rural schools?

Should cooking be added to work in the larger schools?

TEACHERS' INSTITUTES

Two changes came about which affected the Teachers' Association. The first was the Teachers' Institute which was an in-service training session of one to five days' length begun in Maryland in 1867. But Montgomery was slow in starting the new device because funds were low. The *Sentinel* of March 24, 1893, published a letter from the president of the association:

> ... ...
>
> The opinions of the State Superintendents on this subject are of value, a few words of which I give:
>
> The Delaware report says, 'Their value is almost incalculable'; the Iowa report, 'They are of great importance'; and by them, Alabama reports, 'Great good accomplished'; Connecticut report says, 'Institutes are becoming more numerous'; while Indiana claims, 'The Institutes have elevated the standard of teaching'; North Carolina says, 'Many believe Institutes to be of more importance than Normals'; and Pennsylvania replies, 'They are of inestimable value to school work.' In our own State, Frederick, Carroll, Harford, Talbott and other counties report great benefit at little cost.
>
> In the midst of all this progress what has Montgomery county done along the line of Teachers' Institutes during the past six years? Nothing, absolutely nothing, and yet our State law orders and provides for such Institutes, and our State Superintendent of Education advises them, but our county and Howard must be behind in this respect.
>
> Carroll County recently reported holding a Teachers' Institute for five days and teachers and school officers were enthusiastic over results. Frederick county held a five days' session in 1885, the good results of which are plainly to be seen, 'as the drones even were stimulated.' Montgomery county needs such a session, and should have it, and good results will follow.
>
> Let every progressive teacher urge a good Institute this scholastic year.
>
> Very truly,
> S. A. Layman

A different approach was planned by the then principal of Kensington, but no other record appears of this:

> ... ...
>
> In the organization of the Teachers' Lyceum League at Rockville on the 11th of March the initiative in the difficult task before it has been taken, and the faith of its members in the success of the enterprise is stimulated by a knowledge of their own needs and an earnest desire for self-improvement, and to assist others by co-operation and friendly counsel.

> The organization provides for a corps of officers for supervision and executive work; also for a similar corps of instructors, and an elaborate schedule of subjects, which will be considered by lectures, discussions, normal class-work, drill and thoroughly critical tests in every part of each branch; and further on, the management of the Teachers' Lyceum League looks to the granting of certificates of proficiency upon the grounds of competent knowledge and a high degree of success in normal class-work.
>
> The sessions of the Lyceum League are to be private, except to the State and county school officers. All visiting teachers and others occupying a public and generally educational capacity are admitted only by card.
>
> The object of the Teachers' Lyceum League is to further the scheme of normal work adopted by the State Board of Education.
>
> The next meeting of the Lyceum League will be held in Rockville, on Saturday, April 15, 1893, opening at 10 A. M. A regular course of instruction, and a course of advanced studies will be adapted at that time as the system for the Teachers' Lyceum League works, after which a bright program of work on two or more subjects will be presented, followed by a pleasing recital in the art of polite conversation. A lunch will be served at noon hour.
>
> Teachers who desire to become members of the Teachers' Lyceum League should forward their names and address to Miss Blanche E. Braddock, Montrose, Md., before the 15th instant and be present at the public school building at the hour of 10 A. M.
>
> Respectfully,
> J. K. Newman

A travelled citizen contributed his suggestion in the same day's paper:

> . . . Some years since, while travelling through Pennsylvania, I had the pleasure of attending a session of the Teachers' Institute for the county represented, and, as I always take an interest in educational matters, I examined the subject so far as to ascertain their plans. I take the liberty of briefly suggesting them to your worthy corps of teachers here:
>
> By agreement each teacher contributes one dollar for securing the services of a competent lecturer, who met the Institute at a proper hour during the session and delivered an entertaining and instructive lecture carefully prepared and having a fitting reference to the most vital subjects under discussion at that session of the Institute. In this way, the essays, arguments and speeches of the several members of the Institute were spiced with the views of an experienced student on these lines, and the teachers themselves were encouraged to extend their work in harmony with the teachings represented by the lecturer.
>
> [signed]
> James A. Bethune

The first Institute of this kind in Montgomery County was thus reported as of December 6, 1893, in the next week's paper:

> . . . .

> The Montgomery County Teachers' Institute commenced a three days' session at the Town Hall, this place, yesterday at 9:30 A. M., with a large attendance. The exercises opened with prayer by Rev. L. R. Milbourne, after which an address of welcome was delivered by Hon. Phillip D. Laird, with a response by Mr. James F. Byrne. An able essay on 'Character Building' was also read by Miss Sarah E. Richmond. At the afternoon session, 'The Teaching of Physiology in our Public Schools' was considered by Prof. A. G. Harley; 'A Reading Lesson,' by Miss Fannie C. Elgin, and 'The Relation of Geography to History,' by Mr. Frank Andrews. The discussion of various subjects was also indulged in. The evening session was devoted to a lecture by Col. John A. M. Passmore and an address by State Superintendent E. B. Prettyman. The exercises of the day and evening were interspersed by fine vocal and instrumental music. A good program has been arranged for to-day and Saturday.
>
> In our last issue we gave the proceedings of the Institute for Thursday. Friday's sessions opened with prayer by Rev. Wm. Chinn, after which an address on 'Home-Made Apparatus' was delivered by Prof. Wm. C. A. Hammell, followed by Prof. J. D. Worthington in an address to the teachers. At the afternoon session the subject of 'Class Drill in Arithmetic' was considered by Mr. Richard O. Mullikin, and Prof. James K. Newman presented 'A Language Lesson.' This was followed by a general discussion of subjects of interest to teachers. At the evening session the subject of 'Learning and Labor' was ably presented to a large audience by Prof. Jas. A. Diefenbaugh. A popular feature of the evening consisted of recitations by the gifted elocutionist, Miss Helen M. Cole. The selections were in admirable taste and elicited much applause.
>
> The closing session of the Institute on Saturday morning was opened with prayer by Rev. L. L. Lloyd, followed by an address on the construction of articles, necessary for the school room. 'Teaching Constitutions' was the subject of an able address by Prof. E. B. Prettyman, superintendent of the State Normal School, after which a final adjournment took place.
>
> The several sessions of the Institute were successful in every particular and reflect great credit on all concerned. The exercises were enlivened by fine vocal and instrumental music by a choir composed of Mrs. J. L. Burdette, Miss Mima R. Hobbs, and Messrs. J. L. Burdette, C. W. Day, F. C. Purdum and John T. Baker. During the progress of the Institute many of the teachers were entertained by our people.

The annual report of the treasurer shows $46.68 disbursed for this meeting.

Not until April, 1899, was another Institute held. Then in February, 1900, a full week was given to the session with this program:

> **Teachers' Institute Meetings.**
>
> The following program of exercises will be observed by the Teachers' Institute to commence here on February 5th, 1900:
>
> Monday morning, February 5th.
>
> 10:30––Opening of exercises and organization.
> 10:45––Address of welcome, Rev. Thomas J. Packard.
> 11:00––Response, B. Duvall Chambers.
> 11:15––Teacher as a profession, Dr. S. E. Forman.

Afternoon.

2:00—Opening chorus.
2:10—Daily reports to the parents, R. W. Stout.
2:40—Collection of queries.
3:00—Recess.
3:10—Kindergarten work, Miss Annie L. Webster.
3:40—Schoolroom Helps, Edna V. Thomas.

Tuesday Morning.

9:30—Opening exercises and roll call.
9:40—Arithmetic, Dr. S. E. Forman.
10:25—Schoolroom punishments, A. G. Harley.
11:00—Recess.
11:15—Reading, Miss Louise Edwards.

Afternoon.

2:00—Opening chorus.
2:10—Arithmetic, Mr. S. E. Forman.
2:50—Grading in the public school, E. L. Amiss.
3:15—Recess.
3:15—Reading, Miss Louise Edwards.

Wednesday Morning.

9:30—Opening exercises and roll call.
9:45—Physical culture, Miss Jennie E. Doing.
10:05—Queries answered.
10:50—Recess.
11:00—Schoolroom decorations. S. A. Lehman.
11:30—Civics, Frank Andrews.

Afternoon

2:00—Opening chorus.
2:10—Paper, Miss Sarah E. Richmond.
3:00—Recess.
3:05—Relation of the Parent to the School, F. W. Watkins
3:20—Address, Hon. Henry Houck.

Thursday Morning.

9:30—Opening exercises and roll call.
9:40—Arithmetic. Dr. S. E. Forman.
10:30—Address, Hon. Henry Houck.
11:00—Recess.
11:15—Nature Study, Prof. Guy L. Stewart.

Afternoon.

2:00—–Opening chorus.
2:05—–Moral Culture in the School, J. L. Burdette.
2:35—–Illustrative teaching, Prof. Geo. E. Little
3:10—–Recess.
3:20—–Nature Study, Prof. Guy L. Stewart.

Friday Morning

9:30—–Opening exercises and roll call.
9:40—–Arithmetic
10:10—–What to teach in the Public School, L. A. Langille.
10:35—–School Hygiene, Dr. Aug. Stabler.
11:00—–Recess.
11:10—–Nature Study, Prof. Guy L. Stewart.
11:50—–Closing.

Monday Evening.
7:30—–Social, for teachers only, Court Hall.

Tuesday Evening.
7:30—–Lecture, illustrated by stereopticon,* Dr. Wm. Taylor Thom.

Wednesday Evening.
7:30—–Lecture, Old Land Marks, Hon. Henry Houck.

Thursday Evening.
7:30—–Crayon Lecture, Prof. G. E. Little.

Admission to all the lectures, 10 cts. The public cordially invited to attend.

Of the persons listed, Dr. Samuel E. Forman was State Institute Conductor on the staff of the State Superintendent of Schools, Rev. Thomas Packard was a local minister, Miss Annie L. Webster was a kindergarten teacher of Baltimore, Miss Louise Edwards was from Baltimore, Mr. Taylor Thom was a citizen of Sandy Spring, Mr. Henry Houck was deputy state superintendent of Pennsylvania, and Miss Sarah E. Richmond was principal of the State Normal School. Prof. George E. Little and Prof. Guy L. Stewart were visitors, while Dr. Aug. Stabler was a health officer. The others were all teachers in the local system. The expenses were reported as being $213.34 under the heading "County Teachers' Association."

In 1901 another five-day meeting was held in February, with a two-day separate session for the colored teachers. The white teachers relaxed in the evenings with "an interesting literary and musical program" after which refreshments were served on Monday. On Tuesday they attended a lecture on "Wireless Telegraphy" and on Wednesday "an amusing lecture" featured a satire on commencement exercises of the day. On one evening many of the teachers took a trolley ride to Washington and "attended the theatrical play, *Quo Vadis*." But "the teachers of Damascus never enjoyed a ride more than the four horse sled ride to Gaithersburg on the 4th and 8th."

---

*An early use of instructional visual materials.

In 1902, the dates of the Institute were moved to the week preceding the opening of school, where they remained thereafter. For the 1904 meeting on "Monday evening a trolley party composed of the teachers and a number of their friends visited Cabin John Bridge and Glen Echo Park." Tickets for the trip had been on sale for the previous week at four Rockville stores at 35 cents each. At Glen Echo they attended a "grand ball and musicale," with about "400 persons being present," which cleared $150 for "the repair and reconstruction of the present school building" in Glen Echo. About 100 came from Rockville "and seemingly enjoyed the trip very much."

READING CIRCLE

Another effort to improve teachers professionally was the Reading Circle, organized after a directive from Dr. M. Bates Stephens to Examiner S. R. White. The county was divided into districts, each meeting place to be convenient to a group of teachers. Books for reading and discussion were supplied to the teachers, and educators from the State Normal School and some colleges were available as speakers or discussion leaders. The first circle was organized in Kensington early in 1901, followed by others in Rockville, Gaithersburg, Damascus, Unity, and Potomac. There apparantly were others started, but they were of short duration. Each circle leader reported to the County Teachers' Association meeting, but the six named here are the only ones appearing in the minutes.

A typical Reading Circle session was reported in the *Sentinel* of November 14:

> Reading Circle.—–The Rockville Reading Circle met at Mr. Pumphrey's Tuesday, November 4th, at 7:30 P. M. The meeting was called to order by Mr. W. S. Ward, who was appointed chairman. The following program was arranged for the next meeting:
> End of Teaching, Miss Brewer;
> A Trinity of Principles, Miss Rice;
> Methods of Instruction, Mr. Harley;
> Drill and Test, Miss Garrett;
> Oral Instruction, Miss B. Dove;
> Instruction and Book Study, Miss I. Dove;
> Class Instruction, Miss Hughes.
> After the discussion of the above subjects the Question Box will be opened. The next meeting will be held at Mr. Charles Owens, Rockville, Md., Tuesday, November 25th, at 7 P. M. All members are requested to be present.

Teachers and their positions in the community were well known in these years. If one remained in a school over two years, he or she became as prominent as any other citizen of the community. A good illustration was the case of Miss Lucy Garrett at Rockville. The *Sentinel* of September 22, 1899, carried the details of the beginning:

> At a special meeting of the Board of County School Commissioners, held last Tuesday, it was decided to remove Miss Lucy Garrett from her position as an assistant teacher in the Rockville public school, and notice was accordingly served upon Miss Garrett informing her that at the expiration of thirty days her service would no longer be required. When it became known to the public that such action had been taken much dissatisfaction was expressed by citizens and patrons of the school throughout the community. A petition was at once placed in circulation protesting against the removal, which has been numerously signed. There was talk of a public mass meeting for the purpose of taking suitable action looking to Miss Garrett's retention in her position, but no decision has been reached as to just what will be done.

> Miss Garrett has served as a teacher in the Rockville school for over twenty-five years, and no complaint has ever been heard against her from any sources. She is universally esteemed and is regarded as a thoroughly competent and conscientious teacher.
>
> The only reason given by the commissioners for their action is that it was 'for the good of the service.' They state, farther, that it is desirable to have a male teacher in the position occupied by Miss Garrett, and that they proffered her the principalship of the Hunting Hill school, at an increased salary, which she declines to accept.
>
> The patrons of the school are said to be almost unanimous in their desire for the retention of Miss Garrett as teacher in the Rockville school.
>
> ---
>
> Since the above was put in type it has been decided to hold a mass-meeting at the Town Hall, Rockville, on Saturday evening, for the purpose of adopting resolutions, to be presented to the School Board, protesting against the discharge of Miss Garrett from the school.

The Town Hall was filled at this first mass meeting on the problem. Mayor Spencer C. Jones presided and a resolution was drawn very laudatory of Miss Garrett and calling on the School Commissioners to rescind their order. This was presented to a special meeting of the Board by a committee consisting of the Mayor, the Circuit Court Judge, and five other leading citizens. The Board unanimously decided that it could not reverse its position. Then the local trustees resigned in a body because they were "unwilling to be held in any manner responsible for the condition over which they had no control in fact." Another well-publicized mass meeting was then held, and a committee was sent to the Governor "to appeal to his Excellency for such satisfaction and redress looking to the correction of this injurious error of the School Board as it may be within his official authority to render in the premises." The committee consisted of a leading lawyer——later to be president of the School Board——a prominent minister——who had been School Examiner and would later be Superintendent——and the County Health Officer.

The case then dropped from the news items of the *Sentinel.* Board Minutes are strangely silent on this matter. A woman was listed as first assistant at Rockville; but the following year, and several more, Miss Garrett was in the position.

The growth of the school system during this period might be inferred from this tabulation of the total receipts and disbursements as reported annually:

For the year ending September 30,	1888	$40,757.54
	1889	44,351.07
	1890	44,642.04
	1891	50,549.58
July 31,	1892	46,575.37
	1893	50,780.71
	1894	50,416.23
	1895	51,600.36
	1896	53,702.53
	1897	59,862.41 (1)
	1898	64,467.40
	1899	59,546.60
	1900	66,219.19

1901	64,462.17
1902	64,625.33
1903	67,113.11
1904	69,896.53
1905	98,544.40 (2)
1906	75,993.03

(1) Free Book Fund added in 1897.
(2) High School Building Bonds sold in 1905.

The assessed valuation of Montgomery County grew from $8,399,698 in 1886 to $13,869,015 in 1906. School costs increased 86.5 per cent over this period, while assessed valuation went up 65.1 per cent. This seems to show the increasing effort which went into the school programs.

As an illustration of the operation of the system in the "good old days," here is a copy of the annual financial report for a late year in this period:

> Annual Statement of the Board of County School Commissioners of Montgomery County Md., for the year ending July 31st, 1905.

Receipts

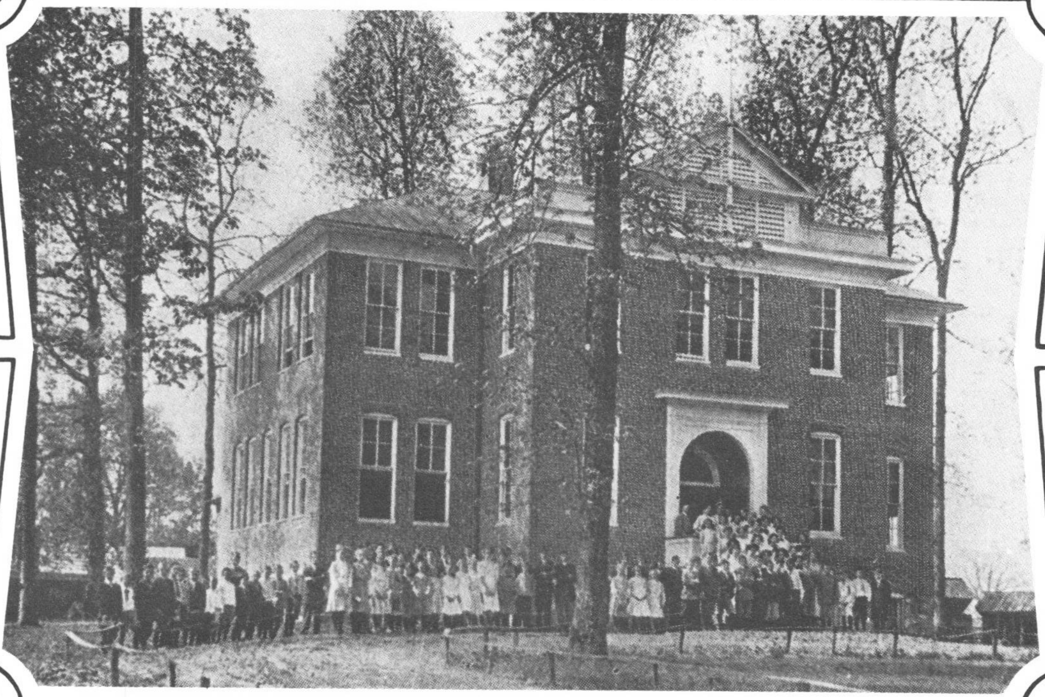
Balance on hand, July 31, 1904		$ 3,451.97
From State school tax		31,195.42
From school fund		2,110.93
County School Tax, 25 cents on $100, amount of levy		32,149.16
Interest on deposit F.B.&T.Co.		17.10
Book sales from office	$ 60.92	
" " by teachers	12.88	73.80
Book-making license Agricultural Fair		20.00
Rent of office to Woman's Club		10.00
Sale of lot 1-9	$500.00	
" " " 2-7	25.00	
" " " 6-3	25.00	
" " " 1-1	405.00	955.00
M.F.I. Co.		190.41
Manual Training Fund		1,500.00
Free Book fund		4,382.83
Rebate on 1-1		8.30
Tuition fees from Frederick county		91.00
County Commissioners Gaithersburg fund		6,350.00
County Commissioners Montgomery Co. H.S. & Kensington fund		16,038.40
Total		$98,544.32

Disbursements

Rent, white and colored	$ 396.00
Fuel, white and colored	2,388.71
Repairs, white and colored	1,111.91
Apparatus and furniture, white and colored	1,561.90
Teachers' salaries	46,792.49
New buildings and lots	3,700.13
Incidentals	396.92
Sanitary	147.16
Kindergarten and manual training	1,288.71
Office expense, $24.41; postage $47.68	72.09
Record books	33.75
Salary of Secretary, Treasurer and Superintendent	1,200.00
Tuition to Frederick county	79.50
Interest	15.00
Per Diem School Commissioners	300.00
Commencement	45.17
Printing	75.55
Advertising in county papers	100.50
Commission	25.00
Attorneys fees	50.00
Insurance	370.91
Expenses State, County and Teachers' Association	111.75
School libraries	60.00
Term Reports	15.63
School Registers	36.00
Free books and stationery	4,819.21
Visiting schools	65.27
Teachers' Institutes, white and colored	251.49
Montgomery Co. H. S. fund, $21,319.31; Kensington fund, $1,616	22,935.31
Gaithersburg fund	8,813.20
Balance on hand	1,285.06
Total	$98,544.32

CHAPTER VI

A New Board Comes On the Scene



Sherwood High School in 1911 and entire student body, grades 1-10

1906-1921

CHAPTER VI. A NEW BOARD COMES ON THE SCENE 1906-1921

On April 3, 1906, the Legislature adopted Chapter 353, *Laws of Maryland,* which amended Chapter 29 of the Acts of 1900 to give Montgomery County a six-member Board of School Commissioners. It specified that:

1. Commissioners heretofore appointed should serve out their respective terms.

2. Two members were to be appointed for two years, two for four years, and two for six years, after which all appointments should be for six-year terms.

3. Two members were to be from the minority party at the preceding election for governor so that there would always be a "proper representation upon each board."

4. Appointees were to be men of high character, integrity, and capacity.

5. The governor might remove any appointee for incompetency, neglect of duty, or misconduct after giving due notice of charges made and a reasonable opportunity for the member to be heard in his own defense.

Crittenden King, a recent retiree from the Board, was quoted:

> Speaking from his experience in the Board, he stated that the increase of the number of members of the Board to six would prove a fruitful step in the school system. Heretofore the county divided up amongst three commissioners, each commissioner was unable to do full justice to the large territory allotted to his management, which will be in contrast with the present membership for the future.

Commissioner Zadoc Cooke, must have claimed that the Board had been stacked politically by the new State Senator, Blair Lee; for Mr. Cooke vigorously denied that he had either been asked or intended to do anything while on the Board except "to exercise my best and most conscientious judgment in the interest of the schools, regardless of politics."

The Governor named George H. Lamar and Hazel W. Cashell for six-year terms, Zadoc M. Cooke and Dr. J. H. Stonestreet for four year terms, and George R. Rice and Roger B. Farquhar for two years. The *Sentinel* gave a full report of the first meeting of the new board on May 7, 1906, in its issue of the following Friday:

... ...

> The Board was called to order by Mr. George R. Rice. In nominating Mr. Rice for re-election as president of the board, Mr. Farquhar complimented him upon his effort in behalf of the schools of the county. Mr. Rice declined to have his name go before the board, saying that he had served his time in that responsible position. Mr. George H. Lamar was then nominated and unanimously elected as president of the board.
>
> Much time was consumed in the choice of a Superintendent. All applications and endorsements on file were called for and a number of letters were read, endorsing various persons who made application or were mentioned for the place. There were but two formal

applications on file, namely, that of Mr. Earle B. Wood, Principal of the Rockville Grammar School, and Mr. William Darby, Principal of the Hyttstown [sic] public school. The endorsements of Mr. Wood, on file, were quite voluminous and of the highest character, and included the recommendations of about 80 per cent of the teachers of the county.

Mr. Darby filed no letters of recommendation; but the president and other members of the board called attention to the fact that he had been commended by not a few citizens of the county for the position.

Letters had been received by some of the members of the board, recommending Mr. Wilson Walker, of Gaithersburg, and some of these letters were read.

The same was true of Rev. Frank T. Griffith, Principal of the Potomac public school, but it was announced by Mr. Rice that he was not an applicant for the position, and the letters were, therefore, not read.

Most, if not quite all, of the members of the board, including the president, stated that they had not committed themselves to any candidate.

Mr. Farquhar, in a very touching speech placed Rev. S. R. White in nomination, but Mr. White declined to allow his name to go before the board.

On motion of Mr. Farquhar, the board proceeded to elect a Superintendent by ballot and without nomination, which resulted in there being cast four votes for Mr. Wood and two for Mr. Darby. Before the result was announced, on motion of Mr. Rice, the one receiving the highest vote was to be made the unanimous choice of the board.

Mr. Wood was educated in the public schools of Frederick and Montgomery counties, spending much of his boyhood in the home of his aunt, Mrs. Harry Riggs, of Goshen. He afterwards graduated with honors from the Male High School of Frederick City, since which he has been teaching in the public schools of Montgomery and Frederick counties. While engaged in teaching, he has taken several courses under private tutors, in correspondence schools and in institutions in Washington, all of which have tended to make him a liberal educator. He was principal of the Adamstown High School for two sessions, and left that institution in a flourishing condition. Mr. Wood has a large circle of friends in this county, and his family connections include the Griffiths, Riggs, Shreves, Kings, Woods and Williams. Several years ago he was married to Miss Lysight of Boyds. He is a man of pleasant address, energetic and optimistic, and takes a great interest in matters pertaining to the public schools. He is said to be quite popular among the teachers, and to have been endorsed by all the teachers of the Rockville school.

EDUCATIONAL DAY

By directive of State Superintendent Stephens, as instructed by the State Board of Education, each county in Maryland began holding an Educational Rally Day in 1914. The basic purpose of this was to arouse enthusiasm for the public school system and thus combat a rising antagonism to increasing school costs. The rallies were a great success from the start. The *Sentinel* editor gave much space to the report of the one held in Rockville, evidently written by a school man of more than usual involvement:

... ...

Trains, east and west, besides every other conceivable type of carrier, from every direction, unloaded their precious human freight at the gates of the honored city, almost as if at an appointed hour. By hundreds, yea, by thousands, they came, radiant of countenance, exultant in the vigor and promise of youth, full of laughter, song, and happy expectation. And with them came teachers, parents, friends, actuated, one and all, by a common inspiration.

Rockville, too, did her part by the friendly invading host. Under the excellent management, every provision for their reception and the fruitful disposition of their energies had been made. Interested and capable officials were at hand ready and willing to render any service which might be required. Programs enough to go the rounds, chronicled the specific order of the day. There was guidance everywhere that all might secure the maximum of pleasure and profit in the easiest possible manner. Not a hitch occurred.

Shortly after nine o'clock the Court Hall was packed with the enthusiastic following of a long line of youthful and aspiring orators who, as representatives of High and One and Two-Room Schools, were soon to strain every nerve, in the trying arena of speech-making, to fulfil the hopes of those who had placed their faith in them. Just across the street, in the Town Hall, a similar event was taking place, except that here the contestants were all representatives of the Grammar Schools department throughout the county. Hearers, from both sections, were unstinted in expressing their thorough appreciation of the high character of the efforts put forth and, incidentally, their disbelief in the theory that orators and oratory have passed from the face of the earth. Two prizes, of exactly the same kind, in each of these divisions were offered by that very public-spirited citizen, Hon. B. H. Warner, of Kensington.

The first prize, in each instance, was fifteen dollars in gold; the second, ten dollars in gold.

In the estimation of Messrs. A. Dawson Trundle, Willian F. Prettyman and Berry E. Clark, judges of the first division, Mr. E. S. Prescott, of the Rockville High School, was the primary winner and Mr. Guy Neel, of Gaithersburg High School, the winner of second honors in the same.

From One and Two-Room Schools, Jonathan J. Baker, of Laytonsville District, became the proud possessor of fifteen dollars in gold, and Wightman Smith, of Clarksburg District, of ten dollars in gold.

The winner of the first prize in the Grammar School division was Paul Twomby, of Kensington, and of the second prize, Edgar Harbaugh Logan, of Woodside. The judges of this division were Messrs. Claude W. Owen, Clifford Robertson and Robert Warfield.

Immediately upon the conclusion of these two simultaneous events, came the amassing of thousands of visiting children upon the grounds of the Rockville High School. The task of assembling lines at allotted stations was accomplished with speedy and masterly precision, and soon school upon school was 'falling in' in faultless order. Headed by Rockville High School the vast army moved up the central street, with buoyant tread and admirable lines. And a wonderful pageant it was, alive with resplendent colors, bursting now into thunderous yells, now into lilting song, and swept on by the very impetus of its own enthusiasm. Having traversed almost the entire length of the town, the mighty caravan moved back toward the Fair Grounds, amid exclamations of wonder and praise from onlookers. At the Fair Grounds, the lines marched, by the music of the band, to their respective sections reserved upon the grand stand. Here formal dismissal was given for the lunch hour from twelve-thirty to one o'clock.

> Liberal supplies of home dainties and a half hour's freedom to roam with friends in the pleasant shade of giant trees brought renewed energies to many wearied little bodies, and one o'clock found them refreshed and happy, ready to join the great throng who stood upon the grandstand to sing the 'Star Spangled Banner.' Dr. McBrien, of the United States Department of Education, followed with a scholarly address on some of the ideals of teaching. Another grand chorus, 'My Own United States,' preceded the presentation of the oratorical prizes by Hon. B. H. Warner. The inspiring strains of 'Maryland, My Maryland' from thousands of loyal patriots concluded this section of the program.
>
> A series of beautifully executed drills and folk dances held the attention of the onlookers and brought many bursts of applause. These events were classified under three groupings, High Schools, Grammar Schools and Primary Grades. They were open to girls only and were intended to parallel the athletic avents, open only to boys, which were taking place at the same time. Every drill and dance was rendered with a grace and beauty and in every way worthy of feminine accomplishment. Of these events Mrs. Stella Thomas, Miss Mary Welsh, Miss Marie Boardman and Miss Helen Schwartz acted as judges. In the High School group, Poolesville won first place, with Rockville second and Damascus third. The first place in the Grammar School group was won by Gaithersburg, the second by Woodside and the third by Rockville. Among the Primary Grades Rockville came first, Bethesda second.
>
> No department of the program was longer, more varied or more interesting than the athletics. These events, taking place almost continuously from two o'clock to the end of the day, furnished many thrills of excitement and kept the spectators on tip-toe half the time. Long and short races, high and broad jumps, relays and so forth, made fun and fame for scores of youthful athletes in a setting suggestive of the Spartan games of old. Two splendid banners were awarded as prizes. Among the High Schools, Rockville was winner; among the Grammar Schools, Chevy Chase.
>
> The rehearsal of the days [sic] attractions needs but mention of the artistic and scholastic exhibits to complete it. These represented a splendid showing, from the smallest One-Room School of the crossroads to the largest and most pretentious, each according to the scope of its powers. They were artistically and effectively arranged by the committee and served as tangible evidence to the public of the generally high character of the educational endeavors of the county.
>
> ... ...
>
> Let him who has fully awakened to the cause and the call, remember that officials, teachers, children may never hope to attain the splendid ends to which they aspire unless the popular mind, having gained an accurate knowledge of the past, shall project itself, with renewed faith, into the hope of the future.

The parades of school children over the years became more and more organized. Schools provided banners, and many flags were carried. In 1918, a wartime year, Kensington carried placards with patriotic slogans; but the one-room Snouffers School marched with all its girls in Red Cross nurses uniforms, while the boys were dressed as farmers. The parade route started from the old high school grounds at the corner of West Montgomery Avenue and Monroe Street, went west to the bank building which stood in a spot which is now in the street in front of the new courthouse, crossed over Montgomery Avenue and wended its way eastward to the Fair Grounds which became the campus of the present Richard Montgomery High School. For several years the old Fair Hall was filled with samples of school work from every classroom in the county. Girls put on drills and tableaux at the first several meets, while the boys participated in athletic events.

In 1916, the athletics came under the supervision of Dr. William Burdick, who headed the Playground Athletic League in Baltimore and acted as director of athletics for the State Board of Education. In 1917, dodge ball games were added to the program, physical examinations were required for all the boys participating, and the badge contests were begun. In these each boy and girl qualified by achieving a prescribed ability in two events at the home school and being certified by the teacher. At the meet, each entrant then tried a third test, varying in difficulty for boys and girls and for the three degrees of badges—bronze, silver, and gold. Only one badge could be obtained in any one year.

In 1917, a separation occurred; and a Community Educational Day was observed at each school with the program varying from very simple exercises to the "elaborate celebration at Gaithersburg [where] business was practically suspended [and] a parade of business men, school children and others was held." At Kensington and Chevy Chase, corner stones were laid for new buildings. At Bethesda demonstration lessons were featured. At Poolesville a patriotic parade was held, but the athletic afternoon was shattered by a violent thunderstorm. The following week an athletic meet was held in Rockville, and in succeeding years Educational Day remained athletic only. Schools competed by point totals; but Rockville, being the largest school in the county and then, as now, athletically strong, won most of the meets. In 1919, Gaithersburg broke the string by winning 95 points to 60 for Rockville, but the next year RHS came back with 99 to 95 for GHS.

The county athletic meet ran on for several years, but the Board minutes of January 14, 1941, were ominous:

> The Board discussed the policy of continuing the annual field meet, and deferred action pending further study with a committee of the Teachers' Association on the question as to whether the field meets should be continued in the County. The question of discontinuing the field meets has been raised for some time, since the County has increased so in school population and on account of the other ways of meeting the needs of children, thus making the continuance of the meetings unnecessary.

The next month the Minutes record that the Montgomery County Association of Health, Physical Education, and Recreation recommended that the field meets be replaced by play days and informal meets in many sports. Then on March 11, 1941, field meets for white children were abandoned but continued for colored children.

Thus passed a feature of school activities which lasted a full 25 years during which time they helped develop a broader program of physical education that Dr. Stephens and Dr. Burdick seem likely to have envisioned.

TEXTBOOK LIST, 1906

As the new superintendent, Earle Buckle Wood, took over in August, 1906, the push to make Montgomery's schools more progressive and more thorough received an added prod. At his first meeting with the Board, he secured the adoption of a complete listing of textbooks:

Textbooks approved:
  Cyr's Readers, Primer through Fifth
  Baldwin's Reader, Primer through Seventh

For High Schools only:
  Wentworth's Plane Geometry
  Wentworth's Plane and Solid Geometry

Arnold's Primer through Seventh Reader
Stepping Stones to Literature
Milne's Elements of Arithmetic
Milne's Standard Arithmetic
Hull's Mental Arithmetic
Appleton's First Steps in Geography
Appleton's Elements of Geography
Appleton's Higher Geography
Maryland History Stories
Frye's Elements of Geography
Frye's Grammar School Geography
State and Nation Civics
Hazen's Grade Spellers, Parts 1 and 2
Blaisdell's How to Keep Well
Blaisdell's Our Bodies and How We Live
Agriculture for Beginners
Harvey's New Language Lessons
Harvey's Revised English Grammar
Montgomery's Beginners History
Montgomery's Leading Facts
Montgomery's English History
Passano's History of Maryland
Wentworth's Plane Geometry
Wentworth's First Steps in Algebra
Higgins' Natural Philosophy
Webster's Common School Dictionary
Williams and Roger's Bookkeeping
Spencer's Practical Copy Books 1-6
Shaylor and Shattuck Medial Copy Books 1-9
Webster's Academic Dictionary (for teachers only)
Prang's Drawing
Brewer's Collected Songs
Wentworth's Plane Trigonometry
Wentworth's Elementary Algebra
Hoadley's Physics
Dryer's Physical Geography
Business Forms Writing
Myer's General History
Robinson's New Higher Arithmetic
Joyne-Meissner German Grammar
Moore and Minor's Complete Bookkeeping
Chardenal's Complete French Course
Hart's Rhetoric
Collar and Daniel Beginner's Latin
Allen and Greenough Latin Grammar
Allen and Greenough Caesar
Allen and Greenough Virgil
De Fivas French Reader
Joyne's German Reader
English Classic Requirements
Scholars Companion

> Any textbook on the above list is subject to be dropped immediately if the publishers or agents representing the same hold out any inducements, other than the merits of the book, to the teachers of the county whereby their sales may be increased.

Improvement included the typing of Board minutes for the first time on August 28, 1906. This earliest typing is harder to read than the script of previous years, but rapid development of the typist can be seen.

In September, 1906, attention is called to pensions available to "all teachers of good repute who have taught school in the state for not less than 25 years, are 60 years old, have no visible means of support, and are physically unable to perform such labor as will support them." The notice did not publicize a major requirement—that pension funds must be in hand. Many older teachers qualified and were recommended by county boards throughout the state, only to be placed on a waiting list until some other pensioner died and thus made a place for another on the retired list.

In May, 1907, Superintendent Wood filed a momentous report which generated hearty responses from the teachers:

> The Board of County School Commissioners held a special meeting on Tuesday, May 27th, at the office of the Board for the purpose of laying certain estimates before the Board of County Commissioners and hear the report of the Superintendent, who was appointed a committee of one to work out some general plan of grading, classifying certificates and arranging a salary basis that would take into consideration the number of pupils averaged, the number of years' experience possessed by the teachers, and the grade and class of certificate. The report of the Superintendent is as follows:
>
> ... ...
>
>> After much thought and deliberation, in view of all the facts the conclusion arrived at is that it will be at once subservient to the best interest of the school system and just and equitable to the teachers for the Board of School Commissioners to renew all certificates––not including permits––regularly issued and actively in force, which expire at the close of this scholastic year for a term of one year, or such time as the Board may deem sufficient for the teachers to become familiar with the policies and proposed reforms of the Board.
>>
>> It is respectfully recommended that a standard of classification of certificates be established in consonance and spirit and intention of the law, and it is believed that such standard will be attained if all certificates now in existence be rated according to the general averages obtained thereon. A fair standard would seem to warrant the Board in classifying the certificates to require all certificates to show a general average of 80 per cent for a *first class* certificate of either first or second grades; those having a grading of less than 80 per cent to be regarded as second class of either first or second grades. Normal School diplomas to be regarded as first class certificates only after two years' experience, when the seal is properly affixed. All life certificates to be first grade, first class.
>>
>> For certificates to be issued, a proper standard would appear to be one requiring the applicants for same to attain rating in both Arithmetic and Grammar of 80 per cent with a general average of 75 per cent in order to secure a first class certificate of either first or second grades; and ratings of 70 per cent in Arithmetic and Grammar with a general average of 75 per cent to entitle the applicant to a second class certificate of either first or second grades.
>>
>> Having compared the systems of salaries of different counties in the State and other states, it would seem that the system in vogue in this county is lacking insomuch that it does not take into consideration averages to any extent, does not consider any gradations as to classes of certificates of the same grades, and does not stimulate the teachers' ambition to build up schools beyond a certain point, and it fails to place any valuation on experience.
>>
>> After conferring with a considerable number of teachers on the subjects of gradations and adaptations, it is respectfully recommended that the standard set below be adopted to correct the evils mentioned above, and to which the one, that the teachers at present would rather be assistants than principals, which is rarely, if ever, a healthful condition, may be added.

The first column contains the first gradations as to averages, the second column the amount to be paid per term for the first year's teaching, the second column for the second year, etc., up to the sixth column, which represents the salary for the fifth and succeeding years, but in no case should this schedule interfere with the existing laws, or pay the teacher of an ungraded school more than five hundred dollars. The last column of figures represents the amounts paid for the year and the amount paid at the end of five years.

Salary Scale, 1907

The amount of experience is to be determined by the Superintendent in each case, and all experience in counties other than this to be regarded as three fourths:

First Grade--First Class

Average Pupils	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Low and High Salaries	
To 10	$ 75					$300	$300
11 to 18	$ 90	$ 95	$100	$105	$110	$360	$429
19 to 27	$100	$105	$110	$115	$125	$390	$487.50
28 to 40	$105	$110	$115	$120	$130	$409.50	$507
41 to 60	$110	$115	$120	$125	$135		$526
61 to 85	$115	$120	$125	$130	$140		$546

First Grade--Second Class

To 10	$ 75					$300	$300
11 to 18	$ 82.50	$ 85	$ 87.50	$ 92.50	$ 95	$321.75	$370.50
19 to 27	$ 85	$ 90	$ 95	$100	$105	$331.50	$409.50
28 to 40	$ 90	$ 95	$100	$105	$110	$351	$429

Second Grade--First Class

To 10	$ 75					$300	$300
11 to 18	$ 80	$ 82.50	$ 85	$ 87.50	$ 90	$312	$360
19 to 27	$ 82.50	$ 85	$ 97.50	$ 92.50	$100	$321.75	$390
28 to 40	$ 85	$ 87.50	$ 90	$ 95	$105	$331.50	$409.50

Second Grade--Second Class

To 10	$ 75					$300	$300
11 to 18	$ 77.50	$ 80	$ 82.50	$ 85	$ 87.50	$302.25	$341
19 to 27	$ 80	$ 82.50	$ 85	$ 87.50	$ 92.50	$312	$460.50
28 to 40	$ 82.50	$ 85	$ 87.50	$ 90	$ 95	$321.75	$370.50

Salaries of Assistants--First Grade--First Class

	$ 95	$100	$105	$110	$120	$380.50	$468

First Grade––Second Class

Average Pupils	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Low and High Salaries	
	$ 90	$ 95	$100	$105	$115	$351	$448.50
			Second Grade––First Class				
	$ 90	$ 95	$100	$110	$321.50	$429	
			Second Grade––Second Class				
	$ 80	$ 85	$ 90	$ 95	$105	$312	$409

This schedule will not increase the amount apportioned to salaries as applied to the present corps of teachers in their present schools.

Respectfully submitted,
Earle B. Wood

> The Board adopted the first part of the Superintendent's recommendations; and certificates will be renewed for the specified time, and the classifications and grading will go into effect at once. The question of the salary bases was held under consideration until the next meeting of the Board, which will be on May 28th, at which time trustees will also be appointed.

Incentives to teachers were varied. One, on November 12, 1907, offered three prizes of ten, six, and four dollars in books to schools having the best kept house and grounds. No further mention appears of this contest.

COLORED INDUSTRIAL SCHOOL

In 1909, the Board was offered $600 from the State Board of Education for a colored industrial school at Sandy Spring if 25 colored youths from several counties could be admitted free of charge. "The State Board hoped to be able to dispose of a property recently purchased in the vicinity of Colesville, Maryland, for the purpose of conducting a colored Industrial School for which purpose had been abandoned at the earnest solicitation of one hundred and fifty tax-paying, property owners who reside in Colesville and Wheaton Districts." The Board deferred action because of the absence of Mr. Farquhar of Sandy Spring. No further mention of such school has been found by this researcher, though a colored industrial school was listed at Sandy Spring for the local youth for some years.

The Board published a new set of rules after its meeting on October 26, 1909:

> That the Board of County School Commissioners in order to increase the efficiency of the teaching force of the County and to further encourage the teachers to secure better and more professional training, contribute a sum of forty dollars annually to each of ten teachers who will attend a reputable Summer School which shall be approved by the County Superintendent of Schools, provided no teacher shall receive the said assistance for more than one year and said forty dollars shall be applied in two equal installments on the salary of each of the ten

teachers during the school year next following the Summer spent at school and further provided a teacher not teach at least one year thereafter in the schools of the County, no part of said forty dollars shall be apportioned to them. Should there be more than ten applicants for the assistance of forty dollars for Summer School Courses, the selection of ten from such number shall devolve upon the Superintendent who shall take into consideration the years of service, the financial ability, the needs of and the early training of the several teachers for the purpose of such selection, said selection must be approved by the Board.

There never has been a complete survey of the boundaries of the several school districts of the County and to have such a survey would be, in our opinion, too great an expense for the County to bear . . . each pupil shall be held to belong to the school district the school of which district is nearest his or her place of residence.

In no case shall the trustees refuse permission to pupils who desire to attend Grammar or High Schools in case their district school is a one-room school. This act shall not debar pupils from personal preference as to selection of the High Schools they may desire to attend.

No teacher to be absent except for sickness or other pressing emergency, but teachers may have two days each year to visit other schools.

No teacher to give private instruction to pupils without written consent of the Superintendent. No consent to be given for work during school hours or with pupils from a teacher's own school, except during vacation time.

Adjustable furniture to be fitted at the beginning of each half-year.

No pupils shall be sent on errands outside of the school buildings, except by the Principals and then only on urgent school business.

Subscription for books, papers, publications and other articles and canvass for sale of any article within a school building shall not be permitted during school hours.

Homework

Assignment of lessons for home study may be made as follows:

3rd Grade	30 Minutes Daily	6th Grade	75 Minutes Daily
4th Grade	45 " "	7th Grade	90 " "
5th Grade	60 " "	8th Grade	105 " "

All assignments of home work must be definite and of such character that the pupil can do the work.

County Certification

Certificates shall be classified upon the following basis:

1. Knowledge of the subject to be taught, determined by examination and observations of the Superintendent.
2. Methods employed in teaching.
3. Experience in years and in the County.
4. School Management and Interest in the work.

5. Care of school property; Correctness, Neatness, Promptness in sending in all reports required by the school authorities.
6. Observance of special days; Administering Course of Study; Professional Reading and Reading Circle Work; Obedience to school laws.
7. Harmony and co-operation with the school Board and with the Superintendent.
8. Neatness in personal appearance.

Teachers' Institutes were continued usually for three- or four-day sessions. In 1914, the Board decided on a Joint Institute to be held in September at College Park, then the seat of the Maryland Agricultural College. These joint institutes with southern Maryland counties continued for a few years, meeting at Business High School in Washington. In the Board's efforts to increase teachers' professional training, the Minutes noted on October 20, 1920:

> The proposed University Extension Course for teachers consisting of 30 lectures on Friday afternoons from 4-6 was discussed and approved by the Board. The Board further decided to pay the tuition, for teachers securing credit for the work, in the first salary check in September next.

1906 BOARD CHANGES

The first change in the 1906 Board occurred in May, 1908, when Mr. Rice's term expired; and he retired with honors after eight years' service. He was succeeded by Milford Offutt. Early in 1909, Dr. Stonestreet of Barnesville died and was succeeded by Dewalt J. Willard, of Poolesville. At the election in November, 1909, Mr. Cashell was elected a County Commissioner and resigned from the School Board. Clagett C. Hilton of Barnesville was appointed to fill the balance of his term. In 1910, both Farquhar and Cooke were reappointed, with Lamar being reelected president of the Board. In 1912, Lamar and Hilton retired. Their places were filled by the appointments of Dr. Ryan Devereux of Chevy Chase. Mr. Willard was elected president of this Board. On January 12, 1914, Superintendent Wood resigned effective immediately. The Board split in voting for a successor between Willis B. Burdette and Edwin W. Broome. Broome was chosen acting superintendent.

In May, 1914, members Willard and Offutt retired to be followed by Dr. John Gardner of Clarksburg and Charles T. Johnson of Darnestown. This Board organized by electing Dr. Devereux president and voting 4-2 in favor of Willis B. Burdette as superintendent. Mr. Burdette had taught school at Browningsville, established a mercantile business in Rockville, and after his term as superintendent was elected to the State Legislature and served as postmaster at Rockville. The Board fixed his salary at $1,600 per year. They named Broome as assistant superintendent at $1,000 per year but at $1,600 while he was acting superintendent from January to August when the term of Burdette was to begin. In April, 1915, Dr. Devereux resigned because he lacked time in the press of his own affairs to give the attention he would like to School Board business. Judge Stanton J. Peelle of Chevy Chase, formerly of the United States Court of Claims, was appointed to complete his term and elected as president at the May, 1915, meeting of the Board. In May, 1916, Dr. James Deets of Clarksburg and Dr. Warren Price of Kensington succeeded the retiring Farquhar and Gardner, with Peelle being reelected president.

This Board again split between Burdette and Broome for superintendent, so they declared "no election," but immediately named Broome to be assistant superintendent by unanimous vote. In July the Board questioned the State Board as to the eligibility of Burdette under the new state law, but no answer is recorded in the Minutes. On November 28, 1916, Burdette was elected superintendent and tendered his resignation effective as of August 1, 1917. The conflict here seems to have been political though this was kept largely out of sight. One citizen wrote his views to the local paper of May 4, 1917:

> We are facing a situation in county school education at the present moment which is fraught with tremendous importance. Within a short time the County School Board will take action with regard to the position of County Superintendent; as such action binds us for the next four years, during which time the new State School Legislation will be put in operation, it is easy to see that anything but constructive work by a thoroughly equipped Superintendent would be disastrous.
>
> By virtue of the position of Montgomery County, adjacent to Washington, and of the quality and condition of her people we stand next to Baltimore County in the whole State as a leader in public school education. Our action at this time is weighted with grave responsibility to the whole State.
>
> The position of School Superintendent is by all odds the most important public office in the county, its influence is incalculable; on no one person does the future welfare of our people to so great an extent depend, certainly not on all the officeholders of the county together. Surely then we ought to elevate this office of the Superintendent to the highest place in the county in the matter of salary and be securing the biggest possible man for the place. To establish our school system at this crisis on the basis of an $1800 Superintendent, is nothing short of a calamity. By adding $600 from the county and $600 which the State allows, if we make this' addition, we raise the salary to $3,000. This salary allows the county to select from an entirely different grade for Superintendent than we could secure on the smaller salary. The Federation of Home and School Associations at their meeting April 28th was unanimous that this should be done, and that it was a matter of first importance also that the School Board select the best available man on this higher salary basis. A resolution embodying these ideas was recommended to their respectful consideration.
>
> The Federation did not endorse any one for this office, nor was any proposition brought before the meeting to that effect. It would be manifestly absurd for the Federation to express an opinion on such a matter without the information which is not at its disposal. It left that aspect of the situation to those who can secure the information and are entirely competent to make a wise decision, namely, our admirable School Board. This I say, partly, because it was published in the *Washington Times* that we endorsed a certain candidate; which we most assuredly did not.

BROOME BECOMES SUPERINTENDENT

The appointment of Broome as superintendent was held up by the state superintendent whose approval by certificate was required under the new state law. The Minutes of July 30, 1917, say that Superintendent Stephens failed to approve the election of Broome as superintendent but wired that "Mr. Broome could act as Superintendent until Board elected again, if this is the wish of the Board it has my approval. I think it but fair to Mr. Broome to make this arrangement. It may take your Board some months to find suitable person."

On August 3, 1917, the *Sentinel* reported:

> The County Board of Education held a special meeting here Monday and unanimously elected Edwin W. Broome, for a number of years Assistant County Superintendent of Schools, Acting Superintendent to succeed Willis B. Burdette, whose resignation took effect August 1st. Several weeks ago the board, by unanimous vote, elected Mr. Broome as County Superintendent, but, on the ground that he did not meet certain legal requirements, Dr. M. Bates Stephens, State Superintendent of Education, withheld his approval. The action of the Board Monday, however, which, will, it is understood, meet with the approval of Dr. Stephens,

> means, it is said, that the legal obstacles in Mr. Broome's way will be overcome in the near future and that he will then be made County Superintendent for a term of four years.

On December 19, 1917, the Minutes record that Broome had been approved by Dr. Stephens and the news gave it as of December 28:

> The County Board of Education has received word from M. Bates Stephens, State Superintendent of Education, that he has confirmed the selection of Edwin W. Broome as county superintendent from last August. Because Mr. Broome had not completed certain technical requirements [college courses] of the school law, Dr. Stephens deferred confirming his selection for several months, but did so promptly upon the obstacle being removed.

In May of 1918, Peelle and Day were replaced on the Board by Joseph E. Janney and Ledoux E. Riggs. Dr. Deets was chosen president by this Board. After two years the governor yielded to pressure from women's clubs, which had been exerted for ten years, and appointed the first woman member of the Montgomery County Board of Education. She was Mrs. A. Dawson Trundle from Poolesville district, and her appointment was a modest beginning of women's liberation in the county.

LAMAR REPORT

In 1906, the Board ran into a characteristic problem almost at once. President George H. Lamar supplied the editor with data for a lengthy news story on June 29, 1906:

> ... ...
>
> Mr. Lamar states that he went to Annapolis and conferred with the Governor and proper employees in the office of the State Comptroller and arrived at the conclusion that there was no further remittance to be expected from the State Comptroller during the present school year. That the School Board had on hand at the beginning of last year cash to the amount of $1,285, that it received income, exclusive of State appropriation, of $2,109.64. That the amount received from the State this year, however, is $2,394.14 less than it was last year, making a difference in the cash on hand and State and county appropriations of $284.50 in favor of last year; but it seems that the obligation contracted by the old Board, prior to May 7th, 1906, when the Board was re-organized, was nearly $4,000 more than the amounts received from all sources.
>
> The new board will, therefore, have to enter upon the new year, commencing August 1st, 1906, with a deficit of about $4,000, which, of course, will have to be met on or before that time out of county school funds which would otherwise be in hand for use in buildings, repairs and sustaining the schools during the coming year.
>
> It seems that the State Superintendent of Education, in a letter to the County Superintendent of January 25th last, stated that the County Board need not feel any apprehension about the State appropriation, that it would not be less than last year, and that indications were that the same would be larger, and it seems that the School Board, in contracting some of its obligations, relied upon this statement of the State Superintendent, who has no control over the State school funds. In a letter from the State Comptroller to the Superintendent of Education for Baltimore county, it appears that the distribution last year was necessarily larger than this year, by reason of the fact that a surplus had been distributed in addition to the ordinary State levy of last year. . . .

> ... ...
>
> It is to be regretted that the School Board has gone beyond its income during the present school year, and it is to be hoped that the work of the new Board will not be seriously crippled thereby.

The annual financial statement for the fiscal year 1906 added an indebtedness category:

Amount due Book Fund, July 31, 1906	$ 783.18
Amount due Manual Training Fund	93.89
Amount used from revenues of year beginning August 1, 1906	3,746.58
Total	$4,623.65

For the fiscal year 1907 this indebtedness was down to:

Amount of Levy 1907	$1,500.00
Amount of note due F. B. and T. Co.	500.00
Total	$2,000.00

On January 24, 1908, President Lamar supplied another news story:

> ... ...
>
> Two years ago bills were passed for the erection of school buildings at Clarksburg and Glen Echo, without providing an appropriation therefor. The Board, being then in debt to an extent of what proved to be between four and five thousand dollars, it was impossible to build them. This indebtedness against the general fund has been reduced to $2,000 in the face of increased demands for repairs and for additional school facilities and an aggregate increase of salaries to the school teachers. Both Clarksburg and Glen Echo neighborhoods need new buildings. The building at Montrose, where there is an enrollment of over fifty children, is a disgrace to the county and a menace to the health of the teacher and the children alike. The Colesville election district is the only district in the county without a graded school, and several of the one-room buildings in that part of the county are in bad condition and it is thought that it would be more economical, in the long run, to rebuild than to continue to spend money on repairs. We are advised that, in justice to the people of the neighborhood, and as an essential to the welfare of the schools, at least two new graded school buildings should be erected in the Colesville election district in the near future. At Sligo, there are over one hundred scholars crowded together in the two-room buildings and a number of the children in that vicinity are forced to undergo the expense of attending schools in Washington for the lack of proper facilities. The citizens and taxpayers assure us that, with a proper building at Woodside, there are more than 250 children who would attend.
>
> The taxable basis of the county has been largely increased by the residences and other improvements which these citizens have constructed in this neighborhood and, with proper school facilities, it is urged that such increase will continue. Besides such contribution to the revenues of the county, we are advised that these citizens have raised in good subscriptions of money and land $7,000 toward the erection of a proper school building, which they are willing to donate to the county if it will supply the balance of funds needed.

> The corporation which owns the desirable and valuable school property at Sandy Spring, in which the High School there is being conducted, offers to donate the property to the county if it will make such additional improvements as may be necessary to accommodate 150 scholars. The present building is now overcrowded.
>
> There are a number of rural schools in the county which need repairs and painting, and heating plants in at least two of the larger new schools would operate so as to decrease the cost of fuel and relieve most unsatisfactory conditions. One or more other schools are crowded now, and additions will be very much needed in less than two years. During the last two years there has been a decrease of nine cents on county and seven and one half cents on State taxes, or a total decrease of 16½ cents on State and county taxes in the county. Besides this, the recent tax suits and the recent increase in assessments by the County Commissioners of the unexempted property of the Baltimore and Ohio Railroad have increased materially the revenues of the county. This county receives back from the State for the support of its schools ten or twelve thousand dollars more than the total amount of taxes paid to the State on property in the county, to say nothing of the funds received from the State for road building.
>
> It is believed that the citizens in those parts of the county which have new or satisfactory school buildings should not object to the needs in other parts of the county being supplied in a conservative and economical manner.
>
> It is not for us to say whether the theory of public school education, as provided for by the constitution and laws of this State, is correct or not; but to execute these laws by affording the best facilities possible in all parts of the county.
>
> The policy of the County School Board, as informally expressed by most of its members, is to abstain from objection to the issuance of bonds or the pursuance of any other course which the proper authorities of the county may see fit to follow in supplying the funds with which the convenient and comfortable accommodations of *all* of the public school children of the county can be speedily supplied.
>
> If the County School Board is to be held responsible for satisfactory equipment of the public schools of the county, it is deemed not inappropriate that the needs of all parts of the county should be pointed out that the necessary funds may be supplied in a lawful and proper way through the action of the County Commissioners or Senator and Delegates in the General Assembly or both. As agents of the citizens and taxpayers, they doubtless desire to know both the needs and the wishes of the people in the matter.
>
> It is hoped, therefore, that the question will be fully discussed by all concerned.

The Fiscal Year 1908 statement showed an indebtedness covered by a note due First National Bank of Gaithersburg in the amount of $2,000. By fiscal year end in 1909, there was a note in the First National Bank of Gaithersburg for $4,000 and one at the Farmers' Banking and Trust Co. for $3,000.

In March of 1910, President Lamar filed a full statement and plea with the county's delegation to the legislature:

... ...

Pursuant to the general plans formulated, the School Donation Act was duly passed, and the County Commissioners increased the county levy for schools to $40,000 per year, being an increase in the levy from 25 to 26 cents for schools. The former provision has resulted in the erection of an eight-room and basement brick structure at Woodside, subject to an $8,000 mortgage, and a similar structure at Sandy Spring, subject to a $5,000 mortgage. This $13,000 indebtedness is held by the Savings Institution at Sandy Spring and bears interest at 5 per cent. The donations from the citizens for the first-mentioned school were about $5,000 in cash, besides the land. The donations at Sandy Spring consisted of the old structure, which constitute a commodious assembly hall, the school grounds with improvements, and other donations in cash and hauling valued at about $3,000.

During the past two years the Board has been able to complete two-room structures near Glen Echo, Colesville, Montrose and Clarksburg, and one-room structures at Oakdale, Goshen, Middlebrook and King's Valley.

PRESENT NEEDS

It is necessary to construct a two-room building at Burtonsville, a one-room building at Elmer, and a two-room building is greatly needed near Four Corners. Besides this, a new building, with three or four rooms, will have to be erected at or near Germantown in a short time.

The Gaithersburg High School has been supplied with steam heat; but every available space in that building, including the basement, is now used for classrooms; and the manual training department in that school had to be abolished for lack of room.

All the rooms of the Montgomery County High School are occupied, including two of the basement rooms, where manual training and commercial courses are installed. This structure has no assembly hall and no system of forced ventilation. The increase in the number of students in this high school has been such that there is urgent need for another teacher in the High School department.

None of the five high schools in the county are provided with much needed aparatus, especially for teaching physics in a practical manner. The acceptance by the Board of the voluntary offers of the Andrew Small Academy at Darnestown, with $500 per year income from endowment; the Sherwood Academy at Sandy Spring, and the Brookeville Academy at Brookeville, with $600 State appropriation annually, has resulted in resuscitating all three of those institutions and in restoring to the communities in which they are severally located their former positions as centers of secondary as well as primary education.

The increase in the number of students in each of these schools and of the facilities for proper teaching has served to materially increase the cost of conducting the public school system in this county; yet the buildings and income at Darnestown and Brookeville are being utilized and taxpayers are obtaining benefits not heretofore enjoyed; and it is believed that this Board has acted justly in utilizing the school funds and buildings so placed at its disposal. Especially is this true of Brookeville, where there is a fund of $600 per year which comes out of the State treasury.

HIGH SCHOOL POLICY

There is a decided demand for high school facilities in other portions of the county removed from railroad facilities. Particularly is this true at Damascus and Poolesville. At the latter place there is one unused room in the present four-room building, but at Damascus there are but two rooms in the structure, and a high school could not be established there without further building.

To accede to the demands for other rural high schools would involve additional costs for teachers, etc., at each place where such schools should be established.

For many years past the children in the lower section of the county have had little difficulty in entering the high schools of Washington City, to which place transportation facilities have been ample and comparatively cheap. Therefore, Montgomery county has been relieved of the expense of public school facilities in that section beyond the grammar school grades. Recently the regulations for entrance by non-residents of the Washington schools have become more stringent, and this has resulted in a decided demand for high school facilities along both the steam and electric railroads between Rockville and District of Columbia.

In view of the great expense of the participation of all the taxpayers of the county in the payment for the Montgomery County High School at Rockville, this Board has not encouraged the establishment of high schools in those sections of the county from which students could gain ready access to this school by rail; and it still believes that the best and most economical results can be obtained by conducting one well-equipped high school at Rockville, to which these students could travel by rail, than to multiply the number of small high schools along the railroad to be attended by comparatively few students and no one of which to be equipped and conducted in a manner which could compare favorably with the high schools in Washington, with which our citizens in this part of the county are familiar.

The fact that students now attend this school from Derwood, Germantown, Boyds, Buck Lodge and Barnesville with satisfactory railroad schedules, is enough to demonstrate that, with proper rates and schedules, high school students could as readily travel to Rockville from Montrose and Bethesda on the electric line and Silver Spring, Forest Glen, Kensington and Garrett Park on the steam line.

There are three difficulties in concentrating at the Montgomery County High School the students residing along lines of transportation to and from Rockville, which it is believed that the legislative representatives of Montgomery county at this session of the General Assembly can do much toward solving, namely:

(1) EXCESSIVE COST OF TRANSPORTATION
While the schedule of cars on the electric line is satisfactory, the rates are prohibitive. The electric railway provides commutation rates between various points on its line and Washington City, but, being intimately connected with, and its stock and securities being owned by, one of the city companies, it is the interest of the owner of this road to induce travel to and from Washington and to discourage any deflection of traffic toward the county seat which might serve to deprive the holding company of an opportunity to carry passengers on its city lines.

The attention of the proper officials has been called to a demand for commutation rates between Rockville and Bethesda and Montrose, but, thus far, no disposition has been indicated of a purpose to voluntarily accede to this demand.

The Baltimore and Ohio Railroad Company sell [sic] commutation tickets to and from Rockville, which are being used by a number of students at the high school. Its schedule, however, is unsatisfactory.

(2) NECESSITY FOR MODIFICATION OF RAILROAD SCHEDULE

The trains from the West in the morning are satisfactory for students north and west of Rockville. The first train west in the morning, however, on which persons would travel from points south and east of Rockville, does not reach Rockville until about 9 o'clock, the time school actually opens. If it should reach there a few minutes earlier and stop at all points from which high-school pupils come, it would be better; but this train is now fairly satisfactory.

The great difficulty is with the afternoon trains, leaving Rockville in both directions after 4 o'clock. The 4:12 train going west only provides for students between Rockville and Gaithersburg. If this train could be extended to Dickerson, it would supply the character of accomodation needed, as it is not desirable that children should loiter about Rockville until 5:33 in the afternoon, the time of the first train which goes beyond Gaithersburg, and that train does not stop at Buck Lodge, from which point students are now attending the high school.

The present schedule for students going east after 4 o'clock is even more unsatisfactory, as there is no train going east which stops at Rockville from 2 until 5:30 in the afternoon. There are certain express trains which, if stopped at Rockville and other points east, it is believed would remedy this difficulty.

(3) NECESSITY FOR INCREASED BUILDING FACILITIES

To properly care for all of the high school students who may come to the Montgomery County High School, should the difficulties referred to be overcome in a satisfactory manner, and also continue to provide school facilities for the grammar school at Rockville in this County High School building it would undoubtedly be necessary in the near future to materially increase the size of the structure and to slightly increase the teaching force in the high school proper, although the primary teachers could be used in the high school work in the afternoon, as they now are.

By removing the partition between the present school library and an adjoining cloak room, a small recitation room could be provided. There is also one unfinished room in the basement which could be used to meet the emergency, but the use of this latter room might necessitate the substitution of a larger boiler for the heating plant, as the present boiler is probably now used to the extent of its capacity.

The necessity for installing a forced ventilation system is also urgent.

ACT OF 1882

The Act of 1882, among other things, forbids the Board of County School Commissioners incurring obligations in excess of the funds in hand at the end of any school year. As the

> salaries of teachers are largely based upon average attendance, etc., which cannot be absolutely determined in advance, and as the amount of the funds derivable from the State cannot be accurately known until June 15, the date of the last distribution for the school year, which ends July 31, it is impossible for the Board to comply with this law without a levy for surplus, or without stinting the schools for the purpose of accumulating a surplus to meet unforeseen expenditures in excess of receipts. In the opinion of the Board, there should be a leeway of at least $5,000, and we recommend proper amendment of the Act of 1882 in this regard.
>
> Respectfully submitted,
> Board of County School Commissioners of Montgomery County, by
> George H. Lamar
> President

The fiscal year 1910 report listed three notes outstanding:

First National Bank of Gaithersburg, Md.	$1,000
Farmers' Banking and Trust Co.	6,000
Sandy Spring National Bank	500
Total	$7,500

During the 1910-11 school year, $12,000 in bonds was issued for buildings to be constructed at Germantown, Damascus, and Gaithersburg. The fiscal year 1911 report listed no indebtedness and a cash balance on hand of $2,540.28. The 1912 report showed as receipts: "Proceeds, notes discounted, $13,500."

The Board meeting of March 18, 1913, was given a full report in the *Sentinel*:

> A large delegation was present from the vicinity of Blair's school and earnestly urged the Board to endeavor to relieve the congested conditions existing in that school. It was pointed out that a small sum was appropriated early in this school year to partition what is probably one of the oldest and most inadequate school houses in the county to meet the expected demands made on the school occasioned by the new District law that those demands exceeded considerably––a school of about twenty scholars had developed into one of sixty-five in actual attendance, and a larger enrollment is expected in the spring term.
>
> Practically the same conditions were shown to exist in the school at Takoma Park, which has grown from a one-room school to a condition requiring four rooms to meet even present conditions.
>
> Representatives from Chevy Chase pointed out for consideration of the Board that the private dwelling used as a school house temporarily probably will not be sufficiently large to accommodate the increased number of pupils there, even if the building could be secured for another term, which is not probable.
>
> Also the citizens of Potomac are urging that the schools in the immediate vicinity of Potomac should be consolidated at or near Potomac, in order that the citizens of that vicinity may enjoy the same school facilities as those accorded other sections of the county.
>
> It was shown that in these and nearby vicinities an increase of six hundred pupils over the enrollment of last year already has been made.

The board informed these applicants for most urgent school facilities that it was unable to grant their requests on account of lack of funds. It was pointed out that the increased number of pupils has necessitated the appointment of fifteen additional teachers, whose salaries, in addition to equipment and other expenses, would aggregate about $12,000 more than was provided for in the levy of last June for school purposes. Before accepting further responsibilities, the School Commissioners suggested that the County Commissioners, accompanied by the Board of School Commissioners, visit these several localities and determine what relief shall be given these petitioning taxpayers from the present embarrassing situations. It was agreed by the two local Boards to fully investigate conditions on Wednesday, March 26th.

A report of the financial problems was published on June 13, 1913:

To the County Commissioners Showing Receipts and Disbursements and Indebtedness.

Year	Receipts, Including Loans	Disbursements	Balance	Increase of Indebtedness
1906	$ 75,993.03	$ 75,739.61	$ 253.42	$ 4,000.00
1907	69,242.70	68,915.12	327.58	
1908	76,684.31	76,173.52	510.79	2,000.00
1909	91,657.06	90,750.28	906.78	5,000.00
1910	95,802.58	95,243.57	550.01	
1911	120,896.90	118,355.62	2,540.29	17,500.00
1912	111,272.87	105,807.95	5,464.92	5,000.00
1913	110,025.98	110,157.33		5,500.00
Total Indebtedness				$39,000.00

The year 1913 is estimated. The following items are principally responsible for the increased indebtedness: 1908, teachers' salaries and books; 1909, buildings; 1911, shortage in State appropriation, teachers' salaries, colored industrial department, repairs, excess cost of buildings over bond issue; 1912, fuel, repairs, teachers' salaries and interest; 1913, increased enrollment due to the effect of the law of Congress prohibiting pupils of Maryland to attend District schools.

Total increased enrollment of pupils from 1906 to 1913, 956.

Total increased enrollment in high schools from 1907 to 1913, 214.

Total increased number of teachers from 1906 to 1913, 45.

Per capita cost of high school pupils, $59.

The above are the items which have caused the increased cost and indebtedness.

There has been a natural increase in the schools of the county from year to year in the enrollment and cost of operating as the system has become more uniform.

While it is necessary to consider each item of cost to account for the indebtedness there are some noticeable items of increase in keeping with the years of the increase of the indebtedness. Such items, therefore, may be considered most logically responsible for the indebtedness. These are for 1908, teachers' salaries and books or buildings; 1909, buildings, including

Clarksburg site, Montrose, Colesville, Glen Echo, Oakdale and King's Valley; 1911, shortage in the State appropriation, teachers' salaires, colored industrial department, repairs and excess cost of buildings over bond issue for same, including Elmer, Burnt Mills, Burtonsville, Gaithersburg addition, Germantown, Damascus and Clagettsville; 1912, fuel, repairs, teachers' salaries and interest; 1913, the increased enrollment and necessary increase of teachers and equipment. This was principally due to the effect of the law of Congress prohibiting pupils whose parents were not living in Washington to attend the District schools. This law was passed after the levy was made for 1913. It is not the aim to justify the entire increase in school disbursements by these items, for the entire increase must be measured in terms of the entire disbursements.

In the matter of the proportion of all money from taxes, Montgomery county gets (rate of 1912) 23.8 cents from each dollar for schools. In this she stands 16th among the counties of the State. The other counties having rates as follows:

Queen Anne's, 40.2; Allegany, 38.9; Worcester, 36.8; Kent, 35.2; Baltimore, 34.5; Cecil, 33.1; Frederick, 32.6; Somerset, 32.1; Ann Arundel, 31.1; Caroline, 30.0; Prince George's, 29.9; Harford, 27.9; Dorchester, 27.7; Washington, 27.2; Wicomico, 27.2; Montgomery, 16th, 23.8; Garrett, 23.5; Calvert, 23.1; Talbott, 21.8; Carroll, 20.8; Howard and Charles, 17.3; St. Mary's, 13.6.

Submitted June 6th, 1913.

WHAT THE COUNTY HAS LEVIED

For the information of our readers we give the following as the amount levied each year for the schools:

1906	$34,162.25	1910	$40,000.00
1907	35,173.25	1911	45,000.00
1908	40,000.00	1912	47,500.00
1909	40,000.00		

The county commissioners also take care of the school bonds and interest independently of the above levy. These bonds amount to $32,000 and the levy for their purpose amounted to $3,260.00 last year. The mortgage debt carried by the schools is about $14,000.00.

Again, on September 12, 1913:

To the Taxpayers and Patrons of The Public Schools of Montgomery County.

We, the undersigned Board of County School Commissioners of Montgomery County, wish to state that the levy for schools in this county is inadequate to keep the schools open nine months per year and has been for several years.

The State appropriations depend upon the county's keeping the schools open nine months or [we] lose our State aid amounting to a sum greater than the efficiency of our levy for schools.

The estimate furnished the County Commissioners asked for $65,000 to operate the schools this year. This amount, with the State funds, would run the schools for [a] nine months' [sic] session without any indebtedness for the year. The County Commissioners appropriated $55,000 for present school year. Against this amount was already charged an anticipation of $10,000 from the last fiscal year and $2,500 borrowed, with approval of County Commissioners, to meet the needs of a school in Chevy Chase after the District of Columbia refused to accept pupils from the State in accordance with the law passed by Congress. This gives the School Commissioners $42,500 available this year from the County Commissioners against $65,000 asked for to operate the schools for the term of nine months per year. A shortage of $22,500, to which must be added $5,000 for sinking fund and $2,500 interest on accumulated debt; thus making a total of $29,500 less than estimated amount needed for year.

Stated in tabulated form we have:

Appropriated by County Commissioners		$55,000
Less: Anticipation of last year	$10,000	
Borrowed on account of Chevy Chase	2,500	
Interest on debt	2,000	
Sinking fund	5,000	19,500
Available from County Commissioners for this year	35,500	35,500
Estimated amount needed		65,000
Amount available from County Commissioners for this year		35,500
Shortage		29,500

For this year we have (estimated) $83,000 for the schools for all purposes, by the above statement. Teachers' salaries, $70,000; fuel, $6,000; office salaries, $3,000; new buildings, $2,500; rent Chevy Chase, $1,200; gives a total of $82,700. Nothing for hauling, freight, furniture, repairs, associations, summer schools, sanitation, postage, printing, drayage, and many other incidentals. It will cost $1,000 to whitewash and prepare buildings for the opening of schools.

The amount from the State is now fixed and understood, but the county appropriation we cannot understand. When the District debarred the pupils, the patrons and our Board went before the County Commissioners for funds to open schools for these children. After a long-continued discussion the Commissioners authorized the School Board to borrow $2,500 to rent and furnish a school at Chevy Chase, which was all they could do until next levy; and we expected them to make the expense of running these schools good at this levy. We anticipated $10,000 for additional costs, making $12,500 extra expense for these schools. The increased levy of $7,500 will not make $12,500 good. This alone will cut more than a month of the school time.

We had the conditions to meet in extending the High Schools the patrons filled, which required and demanded aid. We had no levy to meet this extra expense, no alternative but to assume the obligation or throw the State aid for Montgomery county High Schools to the four winds. Again, after borrowing money to close the year's work, we found $6,000 of the money due the schools went to pay interest on the $5,000,000 road fund, which never was made good. Another instance, after the new assessment was made our superintendent made his estimate on the increased basis, and when the installments came, Montgomery county got no increase. The increase all going to other counties. Why? Because so many of our children were attending the district schools. Here was another loss of five or six thousand dollars appropriated for us and not received. Thus our deficiency from the county appropriations, the additional burden of the District law and the natural growth of the needs of the schools have made the situation beyond endurance with the present levy.

> And we here warn the taxpayers and patrons of the public schools that these obligations must be met in some way—by and through the schools, if not through increased appropriations. This may sacrifice State appropriations and close the schools for a longer time than any may anticipate.
>
> We have opened the schools at the regular time and will continue them while money is forthcoming, less an amount equal to the interest plus five thousand dollars in payment on the debt accumulated by former deficiencies.
>
> The only remedy we can see is in the County Commissioners granting relief in some manner of your legislature to grant aid to keep the schools progressing—that the children of Montgomery county may be qualified to fill intelligently the demands required to compete against the best educated citizens of this county.
>
> While we know Montgomery County is able to educate her children without an overburdensome tax rate, we see no reason why she should stand sixteenth in support of her schools, with poorly paid teachers, standing second in efficiency in the State.
>
> Is it the desire of the taxpayers and patrons to cripple the conditions without recourse other than closing the schools, losing State aid and our best teachers?
>
> With our earnest desire for school progress, we leave the conditions with those addressed and our officers in authority. Without any reluctance we subscribe the above, believing that the children of this county have gotten value received for all the money expended.
>
> Yours respectfully
> Signed by the Board of County School Commissioners

The Montgomery County Federation of Home and School Associations studied the problems and reported on February 27, 1914:

> Special Committee Reports.—Charles H. Becker, chairman; Henry Howard and George M. Boyer, composing the committee appointed by the executive committee of the Montgomery County Federation of Home and School Associations to investigate the causes of the $58,000 indebtedness of the board of public school commissioners, have submitted their report.

The report stated that the committee found that the books and accounts of the school board were kept in a satisfactory manner and that monthly and quarterly reports were made by the superintendent, which were open to any interested persons.

According to the report, the indebtedness began in 1906 with $4,000 and that since then school buildings costing $49,730.03 have been erected of which amount $24,730.03 was taken from the ordinary maintenance funds. Teachers' salaries increased from $53,183.25 in 1907 to $69,468.35 in 1913, or $16,285.10; and the increase in appropriation by the county commissioners for the maintenance of the entire school system between 1907 and 1913 amounted to only $2,052.65 more than the necessary increase in teachers' salaries alone. The report stated that in 1911 the payment from the State school funds was $6,100.44 less than in the preceding year and $4,406.66 less than that for 1912 and has never been made up by the county; that the high school fund of $6,500 received from the State for the first time in 1911 was offset to the extent of $3,500 by the discontinuance of the manual training funds, as well as by the increased expense due to the establishment of courses in agriculture, domestic science and maintenance of manual training and commercial teaching, which amounted to $3,164.12; that the cost of free books in 1913 was greater by $2,437.49 than for 1912 and exceeded the county's allowance from the State free book fund by $3,288.15; and that the $3,318.20 spent in 1913 for incidentals included substantial amounts for transportation of pupils to consolidated schools, janitor service in the larger schools and minor miscellaneous expenditures of a necessary nature.

The report declared that the present financial condition of the school board was due entirely to the fact that since 1907 there has been an average annual increase of $7,658 in expenses for maintaining the schools, while the average annual increase in receipts from the State and county has been only $4,407.42.

1914 LEGISLATURE ENACTS NEW SCHOOL LAWS

The legislature at its 1914 session enacted three new local laws for the schools of Montgomery County. Chapter 508 was:

> An Act directing the Board of County School Commissioners of Montgomery County to erect, and the County Commissioners of said County to provide the necessary funds for a new school building in the Wheaton District of said county on a site to be selected between Seeks Corners and Four Corners, and authorizing upon proper petitioning and showing, the provision of further school facilities at Takoma Park in said county, and authorizing the County Commissioners of said county to issue bonds therefore [sic], and to levy a tax for the payment of the same and interest thereon.

The amount of the bonds authorized was not to exceed $7,500.

Chapter 361 of the Laws of that session was:

> An Act to add three new sections to Article 16 of the *Code of Public Local Laws of Maryland,* title 'Montgomery County,' sub-title 'Schools,' as amended by chapter 790 of the Acts of 1912, to be known as Sections 524-A, 524-B, and 526-A, requiring the Board of County School Commissioners for Montgomery County to keep its fund for the maintenance of the public schools of said county separated from those for new buildings and equipment, to annually make to the County Commissioners of said county detailed sworn estimates of the expense of maintenance of the public schools of said county including the estimated receipts from the Treasurer of the State for general school purposes and separately an account of each high school and the total expense for maintenance of the high school department of each high school, and requiring the County Commissioners in its annual levy to separately specify the sum to be used for the maintenance of the public schools other than the high school branch thereof, the maintenance of the high school department of each school containing such department and the sum to be used for new buildings and equipment of the public schools of said county, and providing penalties for the violations of Sections 524-A, 524-B, and 526 of said Article.

The penalties provided were a fine of not less than $500 nor more than $1,000 and removal from office.

Chapter 515 listed the debts of the School Commissioners as $15,000 to Gaithersburg Bank, $15,000 to Farmers Bank, $3,500 to Poolesville Bank, an advance of $10,000 from the County Commissioners, and a deficiency of $15,000. The act ratified and confirmed the indebtedness and the actions of the County Commissioners, authorized an issuance of bonds to the amount of $58,000, and specified the required legalisms for the levy for the repayment of the bonds.

An irate taxpayer came forth with:

> ... ...
>
> We distinctly remember, years ago, when one of our energetic teachers who wished even a single box of paint to brighten the appearance of a rather dilapidated and dismally-appearing school building it was refused, while his indomitableness bought it and he himself put it on the school house.
>
> And later on when the school board was requested to assist in the real uplift of our school system, the reply was: 'We have not the money; and more, we would need a law to that effect.' Costing not over $20, it was an experiment with careful, honest and charitable observation of a few skilled educators, which probably would have given more efficient work in our schools (which is possible still, notwithstanding all our school modernism and monuments), and that without a direct violation of our school law.
>
> But see how quickly things change and how a move can receive prestige and encouragement as soon as large sums are to expended or sliced up.
>
> The general public grew weary of the tax burden being imposed and public sentiment became so strong as to demand an investigation of our unheard-of school indebted [sic]. We did not get a single crumb of real business-like satisfaction from the investigation––that is, from a real business-like point of view. For was there any real comparison of accounts and vouchers? If so, why was it not so stated? Is this not about the very first thing the real business man or auditor would do?
>
> ... ...
>
> If not, are you not willing by your silence and inactivity to endorse and thereby encourage the present state of affairs as well as becoming an accomplice in the same rather than open your mouth or write a word for the press in open protest against its perpetuation and continuation?
>
> Should there not be a meeting called immediately, including our prominent citizens and taxpayers, before there is any legislation upon this matter, before it is eternally too late? I for one heartily endorse such a move, will take an active part and contribute to the expense of the same.
>
> [Signed]
> A Taxpayer
>
> Brookeville, Md., March 9, 1914.

The fiscal 1914 report listed the indebtedness thusly:

Notes on First National Bank, Gaithersburg, Md.	$15,000
Notes on Farmers' Banking and Trust Co., Rockville, Md.	15,000
Notes on Poolesville National Bank, Poolesville, Md.	3,500
Total Notes	$58,500*

*provided for in pending sale of bonds by County Commissioners.

Mortgages:

Mortgage indebtedness accepted with the following school properties:

Sandy Spring	$ 5,000
Woodside	8,000
Total	$13,000

... ...

Board member Z. M. Cooke asked attorney Thomas Dawson three questions:

1. Is the fund of about $3,000 remaining in the treasury of the Board at the end of the fiscal year, July 31, 1914, subject to appropriation on use of any kind by the Board, or is it appropriate that that amount should be deducted from the amount of the bonds authorized to be issued for the funding of the school debt under the statute passed at the last session of the General Assembly?

2. It appears from the report from the Chevy Chase public school that there were in attendance at that school at the time of the first semi-quarterly report 38 pupils in high school grades, namely, 21 in the 8th grade, 5 in the ninth grade, and 12 in the 10th grade. It also appears from the records that the State Board of Education has not yet authorized the establishment of a high school at Chevy Chase. It also appears in the sworn estimates made by our Superintendent to the County Commissioners for a levy for the current year, each high school was specified and the amount of the levy therefore was itemized, and no estimate was made as the basis for funds with which to conduct a high school department during the current year at Chevy Chase. Upon this state of facts, please state whether or not the use of the funds of the treasury of the School Board for the teaching of high school grades and the supplying of books therefore [sic] is legal or illegal?

3. Pursuant to the provision of the statute the estimates for maintenance of each high-school department in each school were made separately and distinctly from maintenance of the balance of the public school system; and the levy was made separately as between the high-school department as such and the other department of the public schools of Montgomery County, and no levy was made for a contingent fund.

   I wish to know from you whether or not it is lawful for any of the funds levied for the maintenance of the department other than high schools can be legally expended for high schools, and further whether or not any funds so levied for high school departments can be used for any other high school purposes without violating the law.

A copy of this letter is being sent to the President of the Board and also to the County Superintendent, for this information; and I respectfully ask that you give this matter your prompt attention and that I be supplied with any written opinion which you may render.

Very respectfully,
Z. M. Cooke

Attorney Dawson replied to Cooke on October 3, 1914:

... ...

To the first inquiry as to the sum of about $3,000 you state remaining in the treasury of the Board, being the balance of the sum of $58,500 paid over to your Board by the County Commissioners of Montgomery County for purposes mentioned in the Act of the General Assembly of Maryland of 1914, Chapter 515. This Act provides that the above sum of $58,500 should be paid over to the County School Commissioners to liquidate certain indebtedness set out in the Act; and provides further that 'the balance thereof to be applied by said Board of County School Commissioners or toward the payment of any deficiency there may be in the conduct of the public schools of said county during the current year, and to no other purpose whatsoever.' If this balance of about $3,000 you speak of was not applied when it might have been to any deficiency mentioned in the Act before the close of the current school year referred to, it being funds for the administration of the school affairs in Montgomery County, there should be no good reason why that fund could not be accounted to the County Commissioners, from which source it came, and immediately returned to the Board of County School Commissioners for the use of said Board in its administration of the school affairs of the county, as I understand, the School Board contemplated.

Answering your proposition No. 2. The law provides that the County School Commissioners shall have authority to establish high schools, subject to the approval of the State Board of Education, in their respective counties when, in their judgment, it is advisable to do so. If the State Board of Education approves the proposal to establish the high school in question, the proposition would be freed from the difficulty of any question; and if the Board had funds in hand out of which to defray such expenses, in my opinion, the use of such funds if applied, in their sound judgment and discretion, for the benefit of the administration of school affairs would not be involved in the legality or illegality for such use of such funds as would come under the penalties mentioned in Chapter 361 of the Acts of the General Assembly of Maryland, at the Session of 1914, which provided 'that it shall be the duty of the Board of School Commissioners for Montgomery County to keep separately its funds for the new maintenance of the Public Schools of said county from those for new buildings and equipment, and no funds levied for such maintenance shall be expended for new buildings and equipment save and except any surplus which may remain at the end of any school year after the payment of all obligations for such maintenance.'

Answering your proposition No. 3. whether or not 'funds levied for maintenance of the departments other than high schools can be legally expended for high schools, and whether funds levied for high-school departments can be used for other public school purposes without violation of the law.'

The Board of County School Commissioners are charged with the administration of the affairs of the public education coming under their control, and such discretion is necessarily vested in the School Board to manage the scheme of public education committed to them. I conceive it to be the duty of the School Board to treat these last two mentioned funds as a common means to advance the public school system to the best advantage, in its judgement, of both the common school and high school branches together, and if one department can be aided by the application of a part of the funds from the other department without impairment of such department, it sould be the duty of the Board, under the necessities of such a case, to carry out the general scheme by so using the common fund, and such use, in my opinion, would not be a violation of the law.

Respectfully yours,
Thomas Dawson

Cooke sent his own letter and Dawson's reply to the County Commissioners on October 19, 1914:

> . . .   .
>
> I have read and re-read a number of times the Bond Act and the other Act relating to schools in this county, passed by the last Legislature. The Bond Act recites the indebtedness, and, the way I read it, it means that the County Commissioners shall only issue bonds for enough to pay the school indebtedness which accrued up to the end of the last school year. It expressly provides that the proceeds of the bonds are to be applied to the specified debts mentioned and estimated deficiency, 'and no other purposes whatsoever.'
>
> My understanding of the purpose of the other Act is that it was intended to keep the high school funds separate from the other funds, and I am not yet satisfied that monies levied for one purpose can be properly used for another without violating this law.
>
> As a public official, I think it proper that everybody should know my position on the subject.
>
> Very respectfully,
> Z. M. Cooke

1915 BUDGET

A very detailed request for a levy for nine high schools was published on May 21, 1915. The details of the school budget follow:

Rockville:

Salaries, principal	$1,400	
Assistant	750	
Assistant	600	
Assistant	500	$ 3,250
Fuel		90
Incidentals $25, janitor, $90, and laboratory $200		315
Sanitary, oiling floor, etc.		25
Commercial—–salary $700, supplies and equipment $300		1,000
Domestic Science—–salary $300, supplies $150, equipment $75		525
Manual Training—–salary $500, supplies $280, equipment $75		886[sic]
Total		$ 6,060
State aid		2,300
County estimate		3,760

Sandy Spring:

Salaries, principal	$1,200	
Assistant	700	$ 1,900
Fuel		75
Incidentals $15, janitor $80, laboratory $100		195
Sanitary, oiling floor, etc.		20
Domestic Science—–salary $300, supplies $100, equipment $75		475
Agricultural Department—–salary $500, supplies and equipment $200		700
Total		$ 3,365
State aid		1,400
County estimate		1,915

Gaithersburg:

Salaries, principal	$1,200	
Assistant	700	
Assistant	250	$ 2,150
Fuel		80
Incidentals $10, Janitor $90, laboratory $200		300
Sanitary, oiling floor, etc.		15
Domestic Science——salary $300, supplies $150, equipment $75		525
Manual Training——salary $320, supplies $150, equipment $250		520
Total		$ 3,590
State aid		1,400
County estimate		2,190

Brookeville:

Salaries, principal	$1,000	
Assistant	600	$ 1,200
Fuel		75
Incidentals, $10, janitor $80, laboratory $100		190
Sanitary, oiling floor, etc.		10
Domestic Science——salary $250, supplies $100, equipment $75		425
Agricultural Department——salary $500, supplies and equipment $200		700
Total		$ 3,000
State aid		1,400
County estimate		1,600

Germantown:

Salary, principal	$ 700	
Assistant	500	$ 1,200
Fuel		60
Incidentals $10, janitor $80, laboratory $100		190
Sanitary, oiling floor, etc.		10
Total		$ 1,460
County estimate		1,460

Damascus:

Salary, principal	$ 700	
Assistant	250	$ 950
Fuel		30
Incidentals $10, janitor $40, laboratory $50		100
Sanitary, oiling floor, etc.		10
Total		$ 1,090
County estimate		1,090

Darnestown:

Salaries, principal	$ 900	
Assistant	500	$ 1,400
Fuel		20
Incidentals $10, janitor $60, laboratory $100		170
Sanitary, oiling floor, etc.		10
Total		$ 1,600
Darnestown fund (Academy fund)		500
County estimate		1,100

Chevy Chase:

Salaries, principal	$1,000	
Assistant	500	$ 1,500
Fuel		80
Incidentals $15, janitor $90, laboratory $200		305
Sanitary, oiling floor, etc.		15
Domestic Science––salary $320, supplies $100, equipment $75		495
Manual Training––salary $400, supplies $150, equipment $75		625
Total		$ 3,020
County estimate		3,020

Poolesville:

Salaries, principal	$ 800	
Assistant	500	$ 1,300
Fuel		70
Incidentals $10, janitor $60, laboratory $100		170
Sanitary, oiling floor, etc.		10
Total		$ 1,550
County estimate		1,550
Total county estimate for High School Department		$17,685

On February 3, 1920, the Board listed its estimated needs for school buildings:

Poolesville	$ 13,870
Glen Echo	3,000
Redland	3,150
Oakley	3,000
Mortgages	13,000
Rockville Colored	19,500
Gaithersburg	27,500
Fairland	21,014
Dickerson	25,000
Equipment	10,966
Total	$140,000

The County Commissioners approved a request to the legislature for a bond issue of $140,000. Henry J. Hunt of Bethesda, a County Commissioner, disagreed:

. . .   .

In the first place, let us admit that the school system of this county can be greatly improved upon. By this I do not mean that we do not have able men on our School Board nor a good Superintendent, for I know we have both. But I do mean there is something fundamentally wrong with a system which is so generally criticised by the citizens of the county. The bond issue proposed by the Superintendent and the Board of Education was approved as to general outline by the Board of Commissioners, as the Board could readily see that some sort of radical school improvement was needed, but we did not agree with all the suggestions of the School Board in regard to detail of allotting the funds, as it is deemed that considerable improvement can be made in this connection. Notable in the list of suggestions submitted was a proposed expenditure of $19,500 for a colored school at Rockville, to take the place of one burned some months ago; $1,500 of which amount was to go towards the obtaining of a new lot and $18,000 for construction of the building proper. This is out of all proportion and justice and is entirely too much money for the type of building needed. While the Board of Commissioners realize that a primary education should be given colored children, we feel that a building sufficient for every need of such colored children could be erected in a colored settlement near Rockville for not to exceed $5,000, and thus save the county $14,500, and it is believed the last-named amount should be deducted from the bond issue as well as a considerable reduction of some of the other items.

Another feature which should be considered by the citizens of this county and the members of the School Board is the present system of centralizing the schools and hauling the children to them. Is this a better system than the former one of the little one-room schools where the children of practically everyone in the county could reach the school house within a reasonably short time? Under the present condition, I am reliably informed that in the rural sections of the county it is almost impossible for the children of the people in moderate financial circumstances to get their children to school at all, for in some cases the haul to the centralized school is so far and such a round-about way is made to pick up the children that some children are kept from home twelve to fourteen hours during the time they are being hauled to school, attending the same and being hauled home late in the evening. It is argued that the amount of money expended in hiring vehicles and paying drivers to haul the children to school in the rural sections of the county would pay the increased salaries of the teachers at the old-time country school, the children would receive more individual attention and would not have to travel so far to the school house. It is therefore suggested that the citizens of each election district meet and appoint three of their number to act as a committee to represent the people of that district and to meet the committees of the other twelve districts and to wait upon the School Board, and if necessary, go before the county's delegation at Annapolis and lay before them their ideas in the matter of the bond issue, leaving in those things, or items, which are considered necessary and taking out those which they deem unnecessary. It is thought that by doing this that the bond issue can be reduced from $140,000 to $60,000, and the county will still profit to a great degree by having our Delegates obtain a thorough knowledge of what the people of the county really want.

Very sincerely,
H. J. Hunt

President James Deets of the School Board published the other side:

> Realizing the need of additional rooms for school purposes in several localities of the county, the Board of Education in the early winter directed that a canvass be made in order to determine more accurately the necessary amount of building needed to adequately provide for the places involved. In making such investigation the local representatives of the schools involved and citizens were consulted, and a competent builder secured to estimate the cost of providing for the needs. After having the full report for all places requiring additional school accomodations, the board added a small amount to care for such unforeseen emergency needs as may arise in the immediate future for additional school rooms, and which, if not so needed, might be used for repairs to buildings. The total amount thus estimated made $140,000, which was submitted to and approved by the County Commissioners and reported to the members of the Legislature from Montgomery County. Steps were then taken to bring the matter to the people of the county through various organizations in conference, the most representative county meeting being, perhaps, the conference of local school trustees, which met in regular session on February 21st. General county disapproval of the bond issue was shown by the meetings and by expressed public sentiment. As the Board of Education feels it should act in accordance with the consensus of county opinion, when working under a county unit of administration, it has decided to withdraw the plan for a bond issue at this time. In taking this action the board, nevertheless, realizes the existing needs for additional school accommodations in the communities for which the bond issue was proposed. In addition to such needs, the board is keenly aware of a vast number of other school needs in connection with buildings and condition of buildings over the county, a few of which were discussed by various trustees in the last conference and by delegations appearing before the board. In proposing the bond issue, a distinct reference was made to the fact that no provision was attempted to be made for the numerous needs where additional building room was not in question, for it was felt a much larger amount would be required to put all school plants in a condition to meet modern standards for school buildings. The most urgent step seemed to require first attention. The board is confident in the hope that the county will gladly support much larger appropriations needed for general county attention to buildings, and improvement of existing building, when more stable economic conditions are felt to exist. No county so favorably located and with such resources as Montgomery County can long remain contented to have school plants below standard for its children.
>
> Brief mention is appropriate on the part of the rural schools [and] must take in [to account] the attempt to deal with the problem of rural life which more and more comes up for attention. Many phases of school under modern rural conditions are tied up together; the character of the building, the number of grades to be taught, the kind of subject matter to be taught, the training of teachers necessary, the available teachers willing to continue in small schools, and a number of others are involved in the matter. The situation is complex and cannot be solved solely on the basis of that which is traditional. Fortunately on this question, as well as other school questions, the great body of professional science throws light on the pathway to the best solutions. The easy and traditionally popular school adjustment may fall far short of being best for the children whose welfare is the important thing. Under the after-war conditions the question is further complicated. It is barely possible to maintain schools continuously even when employing teachers with no training, and, in some of school consolidation without first having the community approval, except in instances where necessary in order to provide any school opportunities at all and in which cases the question is first discussed with community representatives. In places where the temporary arrangements were made during the war, the schools have been reopened so fast as teachers could be secured for the work.

> . . .   .
>
> In bringing the above to the notice of the people, the Board of Education hopes to bring about a greater interest in the welfare of girls and boys of Montgomery County.
>
> By order of the board:
> James E. Deets, President

An interested, school-favoring citizen gave an explanation for the adverse note of the trustees on the $140,000 bond issue:

> . . .   .
>
> The vote was taken on a motion to endorse the proposed bond issue and there appeared to be various reasons for the adverse vote, judging from the discussion. Some were opposed to the provision for the Rockville colored school, some thought the entire program should be postponed because of high building costs at present, and some seemed to be opposed because there were schools omitted they thought equally entitled to consideration with those included in the program.
>
> It was rumored after the meeting broke up that some of those who were present and took part in the adverse vote were not school trustees and hence not entitled to vote. There were a number who did not sign the attendance roll, which is intended to be a record of who were present and taking part in the meeting and what schools they represented.
>
> Eugene E. Stevens,
> Secretary pro tem.

A local trustee told how the matter was settled by compromise:

> To the Editor:—. . . There was an undoubted objection on the part of a large majority of the people to the proposed bond issue, out of which was to be built a $19,500 colored school at Rockville, but the people of the county also realized that certain necessary repairs to existing buildings and small additions to overcrowded schools were imperative at this time and Mr. Hunt brought that out in his letter. The Board at first decided to drop the whole matter, but reconsidered it at a recent meeting after Mr. Broome, our School Superintendent, has again conferred with the County Commissioners. The School Board met on Wednesday and County Commissioners Hunt and Chiswell got in touch with them over the phone* while the meeting was progressing and laid a reasonable bond-issue proposition before the Board of Education, which Commissioner Hunt had worked on all the night before to have it ready to submit in time. The Board of Education passed a resolution approximately along the line of compromise suggested for a bond-issue to cover those things which were absolutely necessary and telephoned the results of their deliberations to Mr. Hunt, stating that Mr. Broome would be in Annapolis to present the case the next morning. Accordingly Mr. Chiswell took Mr. Hunt's suggestion down to Annapolis with him, and with the kind assistance and great help of Mr. Andrew J. Cummings put the matter in such shape that minor changes as to detail were easily agreed upon. It is understood that the Montgomery delegation is heartily in favor of the revised bond-issue, which will only be about $60,000, which amount it is absolutely necessary to raise at this time, for the present school situation must be met, and to put it in the form of a direct levy on the people this year instead of a bond issue to be absorbed by reasonable payments would be an outrage. Mr. Roby also visited Annapolis, I understand, in the interest of the Fairland school.

***First indication of the use of the telephone in conducting school business.**

By this action the county is saved from a real catastrophe in its school matters, as the bill for a revised and reduced bond-issue was, I understand, introduced into the Assembly today, and I want to simply give credit where credit is due, and that is, that if it had not been for Harry Hunt and Cy Cummings cooperating with the Board of Education and our Superintendent of Schools we would have had no money to repair schools, which otherwise would have gone to pieces from neglect, and yet the amount of the bond-issue is reduced to less than half of what was proposed and only reasonable expenditures, which are absolutely necessary, are included.

Very truly yours,
B. A. Duke

The legislature enacted Chapter 696, Laws of 1920, "An Act to authorize and direct the County Commissioners of Montgomery County to borrow for the use of the County Board of Education for said county for providing certain facilities for public school purposes in said county, and to issue bonds of said county for the money so borrowed of the par value of sixty-four thousand dollars." This act specified the facilities and the amounts appropriated as:

$6,000 for the reconstruction of the Poolesville school
$6,000 for two-room school and ground for colored at Rockville
$3,000 to erect and equip additional rooms at Glen Echo
$3,000 for necessary repairs at Bethesda
$15,000 to add rooms at Gaithersburg
$13,000 to complete school at Fairland
$12,000 to buy land and build at Dickerson
$3,000 for additional rooms at Ednor
$3,000 for Redland extensions

Old-timers in the county will recognize that Oakley and Ednor are two names for the same location, now the intersection of New Hampshire Avenue and Ednor Road.

The Commissioners sold to J. S. Wilson, Jr., and Company of Baltimore school bonds amounting to $60,000 bearing 5 per cent interest, at 90 cents on the dollar.

The annual expenditures of the Montgomery County public school system almost tripled in this period. According to the reports published by the Maryland State Department of Education, they were:

1906	$ 75,739.61	1914	$116,251.38
1907	68,915.12	1915	163,496.28
1908	76,173.52	1916	125,044.53
1909	90,750.28	1917	180,341.91
1910	95,243.57	1918	182,662.61
1911	118,355.62	1919	162,646.17
1912	106,807.95	1920	212,298.36
1913	114,838.40	1921	316,513.05

Along with this, the total number of high school graduates increased from 45 in 1906 to 425 in 1921.

HOME AND SCHOOL ASSOCIATIONS

Well before Parent-Teacher Associations became a prominent part of every school in Montgomery County, there were various groups interested in development of particular schools. The first of these to achieve countywide attention was the Montgomery County Federation of Home and School Associations. The Chevy Chase community, then filling with the first wave of overflow from Washington, publicized its organization in the *Sentinel* of September 13, 1912:

> Home and School Association.——At the Chevy Chase Library last Friday night, Dr. Ryan Devereux, one of the county school commissioners, called a meeting of the residents of Chevy Chase for the formation of a home school association in connection with the new Montgomery County Chevy Chase school, which will be opened for the fall session on Monday. The local trustees, Vernon T. Hodges and Mrs. Eugene E. Stevens, with Dr. Devereux, stated that they had obtained a house well adapted for school facilities on Delaware street, between Raymond and Shepherd streets, one square east of Connecticut avenue, in section 3, and that two teachers had been selected, Miss Washington and Miss Morgan, and that a principal would be engaged shortly.
>
> A permanent organization was effected with the following officers: Thomas E. Robertson, president; Mrs. Clarence Dawson and W. G. Carter, vice-presidents; Guy W. A. Camp, secretary-treasurer; members of the executive committee, Mrs. C. E. Richardson and Dr. Samuel N. Barker.
>
> This is said to be the first home and school association organized in this county. Its purpose is to co-operate with the teachers for the welfare of the school.

The call for formation of a countywide group was printed as a news item on October 3, 1913:

> A public meeting of the patrons and friends of Montgomery High and Primary Schools has been called for Tuesday evening, October 7, at 7:30 p.m., at the Rockville High School. The purpose of the meeting is to discuss school conditions and, if found desirable, to organize an association for their betterment. Come and take part.

Rockville was not outdone by the down-countians. As of October 24, 1913, they reported:

> The Home And School Club Is Progressing.——A meeting of the Home and School Club which was recently organized by the teachers and patrons of the school, was held at the Montgomery County High School last Thursday evening.
>
> The attendance was good and the interest and enthusiasm displayed most satisfactory.
>
> In response to invitations extended by the program committee, addresses were made by Prof. Chas. G. Myers, principal of the school, and Mr. Edward [sic] Broome, assistant superintendent of schools for the county.
>
> Both of these gentlemen gave many good suggestions for appropriate activities of the club of a co-operative and helpful character. Prof. Myers defined the sphere of the teachers and Mr. Broome that of the County School Board, and each made it clear that some of the many needs could not be supplied without additional funds.

Dr. O. M. Linthicum, president of the club, in a pleasant strain, outlined what he considered to be a wise and fruitful policy for the year's work, classifying the activities under three heads, namely: (1) Those which could be exercised with consent of the teachers or local trustees; (2) Those requiring the aid of the Mayor and Council; and (3) Those calling for support by the County School Board and, possibly, the County Commissioners and the members of the General Assembly from the county at its ensuing session.

Among the things needed were mentioned the following: New song books, the proper improvement of the boys' playground, a source of revenue to relieve the teachers from the necessity of paying two-thirds the cost of a janitor, a stone coping in front of the school grounds, an enlargement of the building sufficiently to relieve the crowded condition, and to make room for an additional teaching force as needed.

A resolution was passed by which Mr. Clifford Robertson was appointed to make known the request of the club that the Mayor and Council take proper steps for the better policing of the school grounds against loafers and smokers, and also the suggestion that it would seem appropriate that the next cement walk laid should be along the front of the school grounds.

Another resolution was passed for the appointment of a committee of three to represent the interests of the school before the proper county and legislative authorities when the needs of the county schools come up for solution this winter.

After a discussion, marked by keen interest and frequent complimentary references to the teachers of the school, resolutions were passed as follows:

1. That it is the sense of the patrons of the Montgomery County High School, insofar as consistent with the regulations of the Board of Education and feasible with the local teaching force, that all Grammar School grades should have at least one hour of study period each day in which to prepare lessons for the succeeding day, thereby reducing the hours for home study.

2. That we, the patrons, suggest to the principal of the Montgomery County High School that there be some mode of general supervision of the length of lessons assigned under the departmental system of teaching in order, as much as possible, to even up the work of classes from day to day.

In keeping with the tone of Dr. Linthicum's address, all problems were approached by the club in a spirit of co-operation with and not hostility to the regularly constituted school authorities, and it is not anticipated that the club will be a source of friction, but rather one of sympathetic helpfulness to the regular school system.

At the conclusion of the business session the club members were invited to participate in refreshments served by the program committee.

The Home and School Club as an organization is attracting the favorable attention of the many patrons of the school, and its membership is steadily increasing. Mothers are won because it promises a better understanding of problems that lie partly in the home and partly in the school; fathers are attracted to it because they recognize the power such a movement becomes because of the strength of organized effort.

> Plans are being made for an afternoon meeting of the club to be held early in January, when a speaker of prominence will participate and other features of special interest be introduced.

In December came a formal request for delegates and others to organize:

> To The Friends And Patrons of the Montgomery County Public Schools.––A meeting is called for Tuesday, December 23rd, at 10 a.m., at the rooms of the school board, in the courthouse, at Rockville, to complete the organization of the Federation of Home and School Associations of Montgomery County.
>
> You are urgently requested to see to it that each school (white) in the county is represented at this meeting, either by a delegate from the local school association or civic organization or by a trustee or a leading patron of the school.
>
> It is expected that the County Commissioners, in session on the same day, will grant the delegates a hearing on the subject of providing the necessary funds for the keeping of the schools open until June 1 next. Do not fail to let it be manifest that you are unwilling that the present school year be curtailed.
>
> Eugene E. Stevens,
> Acting President.
> Charles H. Becker, Secretary
> Bethesda, Md.

The first meeting report appeared in January, 1914:

> Home and School Associations.––To further the movement for the organization of the Montgomery County Federation of Home and School Associations, and in response to a call issued by Eugene E. Stevens, of Chevy Chase, about forty men and women, representing twenty of the public schools and the various home and school associations and civic organizations of the county, met in the office of the public school commissioners here. Mr. Stevens presided, and Charles H. Becker, of Bethesda, acted as secretary.
>
> Following an extended discussion, a committee consisting of Dr. Otis M. Linthicum, Charles H. Becker, Dr. W. Boyer,* Frank L. Hewitt and Homer Guerry was named to prepare a constition and by-laws and nominate officers for a permanent organization. The committee will report at a meeting to be held in Rockville on January 13th.
>
> Acting President Stevens was authorized to appoint a committee of three to confer with committees representing the county commissioners and public school commissioners with reference to having the coming session of the legislature take action looking to the financial welfare of the public schools of the county.
>
> Following adjournment all present visited the office of the county commissioners and, through their spokesman, Mr. Stevens, thanked the commissioners for their action in making arrangements to provide $25,000 necessary to keep open the schools of the county until June 1st.

***Mistake in original––really Dr. Geo. M. Boyer.**

The formal organization was completed the same month:

> School Federation Formed.––At a meeting here Tuesday, attended by about 30 delegates, representing 18 of the public schools of this county, the Montgomery County Federation of Home and School Associations was organized.
>
> Officers were elected as follows: President, Eugene E. Stevens, of Chevy Chase; first vice-president, Dr. Claiborne H. Mannar, of Rockville; second vice-president, Dr. John W. (Geo. M.-Ed.) Boyer, of Damascus; secretary-treasurer, Charles H. Becker, of Bethesda; executive committee, Mrs. H. C. Parsons, of Silver Spring, Robert W. Alnutt, of Dawsonville; Phillip H. Ray, of Colesville, and Henry Howard of Brookeville.
>
> The object of the federation is to establish closer relations between the home and school associations of the county and thus facilitate the work of the latter in all lines, and in general to further the improvement and advancement of educational facilities and administration of the county.

A subcounty group assembled in Bethesda:

> At a meeting of the Bethesda District Home and School Associtian, held at Bethesda on Thursday evening of last week, officers were chosen, as follows: President, Charles H. Becker; vice-president, Mrs. Frederick Keplinger; secretary, W. Moore; treasurer, W. Thomas Owens. Chairmen of committees were also named, as follows: buildings, Wm. Holliday; entertainment, Mrs. Wharton Moore; sanitation and health, Dr. Morris; grounds, Mrs. James Wilson; school laws, Frederick Keplinger.

By February the new organization seemed to be getting into running gear. The federation went into local schools to hold meetings and arouse interest. "The first of a series of meetings arranged by the Montgomery County Federation of Home and School Associations was held in Masonic Hall, Gaithersburg, last Friday evening. Edwin W. Broome, acting superintendent of schools, presided. Dr. Bryant, of the United States Department of Education, spoke on 'Our Boys––What to Do With Them.'"

The first activity of the federation concerned the school debt discussion of 1914 and their report was included above. At the April meeting, this report was read for information and referred back to the committee for further consideration. At this time, an examination of the course of study was requested of the executive committee; and plans were made to arrange a series of interschool baseball and other games. Such games had been held for years, but the federation wanted to formalize these and secure suitable cups for winning teams.

The committee to evaluate the course of study sent out the forerunner of innumerable questionnaires:

> The question of improving the present course of study in the public schools was discussed at a recent executive meeting of the Montgomery County Federation of Home and School Associations. The following committee was named to investigate and report:
>
> > Mrs. H. S. Parsons, chairman, Silver Spring; Mrs. J. W. Jones, Sandy Spring; Mr. Charles H. Becker, Bethesda; Dr. Geo. M. Boyer, Mt. Airy, and Prof. Charles S. [sic] Myers, principal Rockville High School. This committee will be glad to receive suggestions or complaints from all who are interested.

> The following questions have been sent to the school trustees and principals of the county. Replies may be sent to any member of the committee.
>
> Are you in favor of extending the course of study to 12 years?
>
> Is music taught regularly in your school?
>
> Do you approve of having a special music teacher?
>
> Are any of your textbooks out of date? If so, which?
>
> Is domestic science taught in your school? If not, would you favor its introduction?
>
> Do you have instruction in manual training? Have the results been satisfactory?
>
> Are you in favor of more general instruction in the science of agriculture, both theoretical and practical?
>
> Are you in favor of more attention to vocational training?
>
> Are you in favor of some instruction in sex hygiene?
>
> Would you approve of modifying or discontinuing the present system of examinations?
>
> What changes in the present course or methods would you suggest?
>
> Mrs. H. S. Parsons,
> Chairman.

The call for the "first annual meeting" was published on June 5, 1914:

> The first annual meeting of the Montgomery County Federation of Home and School Associations will be held at 1:30 p.m., Tuesday, June 9th, in the courtroom at the Court House, Rockville. Officers and an executive committee will be elected and the meeting addressed by the new president of the county school board, Dr. Devereux, and others, on educational topics. The 1913 annual report of the State Department of Education says 'Nearly all our troublesome problems can be traced to an attitude of indifference on the part of the people. . . . A large expenditure of energy must be made to have the home realize that the school is its right arm, dependent for vigor and strength upon the body for which it is a part. There must be co-operation between the two if we would avoid a dead school.
>
> It is hoped that there will be a full representation of the white schools at the meeting announced. School organizations will be entitled to three votes, and where there is no organization of school patrons, the trustees will have one vote.

The editor of the *Sentinel* missed or ignored this meeting, but he carefully reported the session of the resulting executive committee:

> Home and School Associations.—The first meeting of the new executive committee of the Federation of Home and School Associations was held on Tuesday, July 14th, at the School Board rooms, Rockville. There was a large attendance and the Federation enters upon its second year with every promise of increased usefulness.

> The officers and executive committee chosen at the recent annual meeting are: Mr. E. E. Stevens, president; Mr. J. W. Jones and Mr. H. W. Fisk, vice-presidents; Mrs. H. S. Parsons, secretary; Mr. C. H. Becker, treasurer; Mesdames Fred Keplinger, J. R. Thompson, S. P. Brooke and Messrs. C. E. Roach, J. J. Oberlin, Homer Guerry and Henry Howard.
>
> Ten school organizations are affiliated, and two other school districts are reported as organized and ready to affiliate. Many school districts are still represented only by their trustees, and it is hoped that these committees will form associations in the near future.
>
> The executive committee has under consideration definite plans for aiding the organization of school patrons throughout the county and for completing the course of study inquiry, which was begun last spring. The results of this inquiry will be turned over to the State School Survey Committee, which will begin its duties about October 1st.

The ten schools organized are not listed; but reports were published from Sherwood, Friendship Heights, Bethesda, Rockville, Woodside, Kensington, and Gaithersburg. By 1915, the federation was studying more facets of the public school system: medical inspection in the county schools, the employment of a county attendance officer, the increase of teachers' salaries, the consolidation of small one-teacher schools, the employment of a county supervising principal, the introduction of manual training and domestic science in all graded schools of the county, and a bond issue for new school buildings.

The Montgomery County Federation of Home and School Associations just drops out of the news items after a call for the annual meeting in 1917. Some long-time school people have told the author that it was a war casualty. In 1920 the group at Gaithersburg appeared in print as the Community School League, while at Fairland it was the High School Improvement Association.

CHEVY CHASE HIGH SCHOOL

By 1911 the public schools in the District of Columbia began urging the revocation of the policy which allowed Montgomery County children to enroll in the city schools. For the beginning of that school year, a new regulation went into effect:

> On account of the increase of out-of-town pupils who are attending the Washington schools, the commissioners Monday named a tuition scale, to be strictly enforced in the future. For some time there has been a tuition scale, but at times the commissioners believe that its schools, $68 a year; manual training schools, $71 a year; eighth grade, $43 a year; seventh grade, $32; sixth grade, $29; fifth grade, $26; fourth grade, $20; third grade, $19; second grade, $23; first grade, $24; kindergarten, $34; ungraded schools, $52. Payment for tuition is to be made in ten monthly installments to the District of Columbia collector of taxes. The scale has been carefully drawn up by the board of education.

This action was followed by an actual exclusion of most of these children by action taken in the summer of 1912:

> The Washington city authorities have prohibited children outside of the city limits from attendance at the public schools of the District. Parents living at Chevy Chase, whose children have been attending the city schools, appeared before the County Commissioners here on Tuesday last and petitioned for educational facilities in that section of the county for their children. They were guaranteed a fund of $2,500 to meet the requirement. Just how the fund will be expended is not known at present. It will be used either in the procurement of a school building, or to convey the children to and from the nearest school in a public conveyance. The School Board will make provision at its next meeting and the fund promised will be levied by the County Commissioners in 1913.

Chevy Chase took community action and reported first on August 16, 1912:

> Chevy Chase School Needs.——Another situation has arisen at Chevy Chase concerning the new school for children in that town.
>
> Mr. Andrew J. Cummings, a prominent resident, has taken the backers of the situation to task, asserting that not more than a dozen school children could be found who would have to attend such a school if erected.
>
> Other citizens declare that at least 150 pupils would attend the school.

A week later the tempo of the community seems to have accelerated:

> Cromwell House to Serve As School.——School children of Chevy Chase, this county, will start the school year in the Cromwell house on Delaware Avenue, according to plans made public at a meeting last Saturday night of those interested in the school situation. Before next June the school probably will be conducted in a new building which will be erected on a lot situated between the Chevy Chase Club and the Chevy Chase Seminary, given by Senator Francis G. Newlands, of Nevada. It is hoped to build a $5,000 building on this lot.
>
> Toward the $5,000 the school proponets have $2,500 appropriated by the Board of County Commissioners. About $1,500 more will be raised by subscription, according to the plans, and a balance by a mortgage on the ground given by Senator Newlands.
>
> It is proposed that his new building shall be greatly enlarged in the future and the Maryland legislature will be asked for $16,000 for the purpose. With this high school facilities will be added.
>
> The joint committee of the Chevy Chase Citizens' Association and the Progressive Democratic Voters' League which has been working for the new schools, requested Dr. Ryan Devereux, school commissioner, to recommend to the county commissioners, Wm. Law, Vernone E. Hodges and Mrs. Eugene E. Stevens as trustees of the new school.

The Board of Education had its attention drawn to the situation in October when the Minutes note that the exclusion policy in the District of Columbia has caused much crowding in the lower section of the county. At a second meeting in this month the Board agreed to allow four cents daily to pupils from Friendship Heights so they might ride the trolley cars to either Bethesda or Chevy Chase. By the end of October the Chevy Chase School reported:

> Favorable conditions surrounding the new school at Chevy Chase continue to increase, until now there are 108 pupils in daily attendance. In order to accommodate the more advanced children in the district, including Bethesda and Kensington, an eighth grade has been organized under the supervision of a Wellesley graduate, and from the number of children enjoying the privilege thus accorded it appears that the new grade is much appreciated.
>
> The newly appointed trustees recently held a meeting and elected Mr. Guy W. A. Camp president of the Board. The other members are Mrs. Eugene E. Stevens and Mr. Vernon E. Hodges. The entire community, as well as the trustees, is devoting considerable time and taking a great deal of interest in the school proposition, and it fully expected that before long the Chevy Chase school will be pointed out as the model school of Montgomery County.

Then the community stirred still more and a larger citizens' group moved in:

> Bethesda Civic Federation——. . . Upon motion of Mr. A. E. Shoemaker, the Federation went on record as favoring the establishment of a primary school at some suitable place to accommodate the children of the section between Drummond and the District Line, upon land to be donated. . . .
>
> The secretary, Mr. Becker, was directed to gather statistics on school matters and prepare a statement of facts which would be printed and distributed among the people of the Bethesda District, and thus call public attention to the necessity for improvement in school conditions and show the great discrepancy between the amount of money collected and the small amount disbursed for school purposes in our district.
>
> The President was requested to visit the county seat and obtain such statistics as possible from the records regarding the Bethesda District bearing upon taxation and expenditures for the past few years, and report the same to the next meeting of the Federation.

The school sent in a very self-congratulatory report:

> Chevy Chase School——The Maryland Chevy Chase School reports progress along all lines. The school is now in fine running order, working on the plan of departmental work.
>
> The pupils are very enthusiastic over the honor roll which has just been started. Twenty-five names appeared on it for the month ending November 15.
>
> . . .   .
>
> Both teachers and pupils enjoy the piano which is used for the opening exercises three times a week.
>
> New ventilators have been provided for the school, making the building very comfortable and properly ventilated.

By the spring of 1913, the Board was besieged with delegations from a hitherto quiet part of the county. One little, very old building with 20 pupils the preceding year now had 65. Another had grown from one-teacher to four-teacher size. Chevy Chase pointed out that its rented house would not be available next year, and, moreover, was too small. Comparatively, this "population explosion" caused more upsets in the county than those that came one and two generations later. This was the beginning of the shift of political control from the upper to the lower county. This roused-up community interest was never entirely lost, though it ebbed and flowed with the years. The Montgomery County Federation of Home and School Association, previously described, was an outgrowth of the District of Columbia's exclusion of county pupils.

The Board of September 26, 1913, decided to open a new school to accommodate the large number of children of Somerset, Drummond, and Friendship Heights who were excluded from attending the D.C. schools. The school was organized in a rented building and may have moved one or more times, as it appears in the newspapers and school listings under four different names——Drummond, Friendship, Friendship Heights, and Somerset. A whole new book might be written on the difficulties of trying to trace school histories by the names of schools. At various times Friendship was the name of four different schools——this one, one near the present Walter Johnson High School, one near Carderock Springs, and one north of Damascus.

Before opening for the second year, the trustees at Chevy Chase issued a circular letter:

> Your new public school will re-open at 9 a.m. on Monday, September 29, on Rosemary street, a macadamized street, with granolithic sidewalks, in 'Section 4,' one square north of Bradley Lane and about one square west of Connecticut avenue, near the stand pipe. Four competent and qualified teachers have been engaged, three of whom were with us last year, all Normal School graduates, three from the District. All grades, with the first and probably second years of the high school course, will be taught, and provision made for bridging gaps between corresponding years of D.C. and Maryland curriculum for those newly entering.
>
> Through the substantial co-operation of public-spirited residents and a generous Alta Vista patron of the school, it was made possible to finance, at a total expense of nearly $5,000, the providing of a frame structure of portable type for the two years intervening before the permanent structure is available. The unsatisfactory arrangement and size of the only dwellings available for the school made this highly desirable. The new building affords four large rooms 20 by 30, all on the ground floor, well lighted, ventilated and heated, with sewer and water connections. This temporary home will eventually become the property of the county school commissioners.
>
> Every child attending the school, and particularly the High School department, will be a most valuable asset in the supreme effort before us at Annapolis this winter to secure legislative sanction for a bond issue by the county for new schools, particularly for a suitable school building for this section to house both a grade school for Chevy Chase and a high school for this portion of the county, including Kensington.
>
> If you have children of school age, will you not help in the most effective way you can to aid in securing for the community what our taxes fairly entitle us to in the matter of school facilities? The success of the present movement means the maintenance of property values; its failure will keep away the investor of the class we desire to interest.
>
> Our resident school commissioner, Dr. Devereux, has been a tower of strength, and the board of school commissioners has done all in its power to aid us. With a larger local interest in the school, we cannot fail of success. Without it, we may be seriously defeated in our hopes and expectations for the future school facilities for the community.
>
> Every child of this community attending the D.C. schools will serve as an argument against our needs, especially as [to] high-school instruction.
>
> Guy W. A. Camp, President,
> Mrs. Eugene E. Stevens, Trustee
> Vernon E. Hodges, Trustee
>
> It is urged that the parents of all children desirous of taking the first or second year high-school course, especially the latter, and that can more conveniently go to Chevy Chase than to Rockville, communicate with Mr. Camp, P. O., Chevy Chase, Md., or send the children to the school on Monday morning next for enrollment.

Things stopped running so smoothly at Chevy Chase when some citizens of Kensington got into the act and some politician tried to make hay as shown by the following:

> A movement has been started for the establishment of a high school at Kensington. A delegation of Kensington citiznes appeared before the School Commissioners here and explained the need of the high school in the lower section of the county. The School Commissioners were urged, in the event it should be decided to establish such an institution, to locate it at Kensington. The members of the delegation, who addressed the commissioners were Harry M. Martin, H. N. Fisk, Dr. Henry Rumer, Charles G. Dickson, Victory Haugaad, Alfred C. Warthen and J. F. Wilson. It is understood that at the coming session of the legislature an appeal will be made to provide the necessary funds, probably by a bond issue.

Senator Blair Lee made his move in Congress as reported in the *Sentinel:*

> Wants Tuition Reduced.—Contending that the annual school tuition charged for non-residents is too high, Senator Blair Lee appeared before the subcommittee of the Senate Committee on Appropriations and urged that the District of Columbia regulations be so modified as to encourage parents in the surrounding localities to send their children to the Washington schools.
>
> The subcommittee has under consideration a plan to offer free schooling to children whose parents work in the District or in cases where the parent neither works in Washington nor lives there but owns property in the District to have what taxes he pays for the maintenance of the city government apply on the tuition.
>
> The annual school tuition for non-residents is now $90. This tuition is not required when the parent has property in the District on which he pays at least $90 taxes.

A hearing at Annapolis brought out the intracounty sentiments beginning to be aroused:

> Chevy Chase Denied High School Building.—No high school for Chevy Chase, but instead an increase of 10 cents in the tax levy in Montgomery County was the net result of a conference held here (Annapolis) late yesterday (Feb. 11) afternoon between the Montgomery County delegates in the general assembly, the members of the Montgomery County board of commissioners and representatives of Chevy Chase, Kensington, Woodside, Capitol View, Silver Spring, Takoma Park, and other communities in Bethesda and Wheaton districts.
>
> Pastepots and inkwells were conspicuous because of their absence from the committee room of Senator Jones, it being the evident intention to prevent a possible repetition of the lively events that transpired during a similar hearing last week.
>
> The hearing, which was originally scheduled for 11 o'clock yesterday morning, was postponed until 3 o'clock in the afternoon, and later was deferred again, so that it was 4 o'clock when the delegations and the members of the legislature got together.
>
> When the hearing finally opened Delegate Andrew J. Cummings, of Chevy Chase, speaking for the Montgomery County delegation in the legislature, sprung a surprise by stating that the members of the delegation had agreed upon a plan which, in their opinion, would settle the dispute once [and] for all.
>
> 'We shall draft a bill to be introduced at the earliest possible moment,' said Delegate Cummings, 'directing the commissioners of Montgomery County to increase the tax from 88 cents, last year's figure, to 98 cents. The added 10 cents will be used as a sinking fund to wipe

out the existing school indebtedness of the county, more than $58,000, accululated for the past seven years or more, together with interest on the debt.

'The bill we intend to frame will also limit the authority of the school commissioners by prohibiting them from borrowing money for school purposes in excess of the estimated school funds. The measure will also contain other provisions designed to prevent any future conditions as now exist in the county school affairs.'

Delegate Cummings stated that the bill would be drafted by next Tuesday, at which time he asked the members of the school board and the county commissioners to confer with the county delegation at Annapolis.

The announcement of the proposed increase in the tax rate came as a thunderbolt to those few individuals who, by their opposition to the proposition of a $30,000 bond issue for a modern school with high school facilities, at or near Chevy Chase, precipitated the present squabble. Bitter opposition to the increase in taxes was voiced by several Montgomery County men present, but without avail.

Delegate Eugene Waters, who comes from the upper end of the county, declared that former residents of the district of Columbia who had moved into the lower end of Montgomery County and who were not satisfied with the manner in which the county's affairs were conducted, were at liberty to move back into the District of Columbia again. One of those mysterious voices from the crowd that always comes at the psychological moment replied to this:

> If all the District of Columbia men who live in the south end of the county should move back to the District of Columbia the north end would starve to death.

This interjection angered Delegate Waters, and he snapped: 'Then let the south end cut itself off and make a little county of its own. We'll be mighty glad to give all the help we can if the people of the south end want to do this.'

The hearing did not close until about six o'clock, and at its conclusion the general opinion was that the opponents to the proposed bond issue for a big school in the Bethesda district had 'messed things up' in such a manner that is almost certain to arouse intense hostility throughout the county.

A side light of yesterday's conference was the withdrawal of a charge filed by a resident of Kensington against Dr. J. Ryan Devereux. The charges were filed several days ago with Governor Goldsborough, and yesterday the paper was formally withdrawn, the action being accompanied by an apology to the Governor and to Dr. Devereux.

A citizen from up-county proposed a change in the governmental organization:

> Mr. Editor:—A law to provide that each district shall elect its own school and county commissioners and bear all expenses therein would save our candidates much time, give each locality men in sympathy with its people and do justice to the entire county.

> Taxes should not be levied in one district and spent in another. Neither should votes of one district decide the election of a commissioner in a remote part of the county.
>
> I believe in low priced school buildings and high-salaried teachers.
>
> [Signed]
> George Bibb Brown.

John A. Garrett, formerly attorney to the Board of County Commissioners, was in the state legislature. Two news items on the same date reported his activities:

> By direction of the county commissioners, John A. Garrett, attorney to the board, has prepared a bill for introduction in the legislature directing the county commissioners to levy each year a tax of 33 cents on each $100 of property for public school purposes. As the taxable basis of the county is now about $21,000,000, this will mean about $70,000 the first year and an increase of about $1,000 a year thereafter.
>
> A bill has been prepared by John A. Garrett, attorney to the county commissioners, for introduction in the legislature, providing for a bond issue of $30,000 for new public school buildings at Chevy Chase and Blairs, and additions to the buildings at Takoma Park and Kensington, the measure has been approved by the county commissioners and will be supported by all the county representatives in the legislature. Of the amount that will be raised, $14,500 will be for the Chevy Chase school, and $2,500 for the school at Blairs. To enlarge the schools at Takoma Park and Kensington, $8,000, respectively, of the amount will be applied.

Andrew J. Cummings, of the Bethesda-Chevy Chase area, another member of the state legislature, was brought into the dispute between Kensington and Chevy Chase:

> Opposed To Further Bonding of the County—
> Mr. Editor:—The letter of Mr. A. J. Cummings, in the issue of the 'Montgomery Press,' of February 20, contains some statements which reflect on the integrity of the Kensington School Association, and others of like character in other parts of the county.
>
> The bill providing for a $30,000 bond issue to build a school at Chevy Chase was not prepared by the Chevy Chase School Association. The association appointed a committee to draft the bill, the committee consisting of Andrew J. Cummings, State delegate; B. Ashley Leavell, Democratic district committeeman; Dr. Ryan Devereux, County School Commissioner, and two other members. The committee met in Mr. Cummings' house and drew up the bill, which was submitted to the school board for its approval.
>
> While the bill, as drawn, does not specifically call for a high school, Mr. Cummings knows that it was so intended. The evidence on this is as follows:
>
> Under date of October 12, 1913, Mr. Eugene E. Stevens, chairman of the committee of the Chevy Chase School Association, having the matter in charge, wrote to Mr. Fisk, of our town, saying 'we have now established at the Chevy Chase county school two high-school classes; a fifth teacher, with college training, has been transferred to the school, and four of the present faculty of five will handle the high-school work at present.' Mr. Stevens then added: 'To clinch the securing of a fine, well-equipped building affording high-school instruction for our end of

> the county, we need to have by the time we go before the legislature in January the minimum number of bona-fide enrolled high-school students, 35, to entitle us to classification as a high school,' and he adds that this would secure to Chevy Chase 'the minimum State aid for high-school instruction, $1800 per annum.' To secure the high school he asks Mr. Fisk: 'May we not have all the nine or ten high school students in Bethesda district and Kensington, understood to have been attending the Rockville High School?'
>
> On a postal card sent out within a few days designated for the discussion of the bill, the male and female residents of Chevy Chase are asked to petition the senator and four delegates from Montgomery County to use their best efforts to provide 'a suitable permanent building and equipment for a combined elementary and high school to be located within the area between the Rockville pike and Connecticut Avenue and Chevy Chase Lake and Bradley Lane.'
>
> I ask you, is this not specific enough that a high school was intended? And was not every effort made to foster it upon the county without considering either the necessity of it or the best location for a high school to accommodate the greatest number of scholars at least expense?
>
> In addition to this evidence, however, Mr. Frank Hewitt, of Woodside, declared that a high school was intended for Chevy Chase; and at the last meeting held at Annapolis before the senator and delegates the declaration was publicly made that Dr. Devereux had declared that the $30,000 bond issue was for the sole purpose of constructing a high school at Chevy Chase, and this statement Dr. Devereux did not deny, though it was made in his presence.
>
> Let it be said, Mr. Editor, that no one is opposing or has opposed the best kind of elementary school and education for Chevy Chase and its children. But the county taxpayers, largely as a whole and even in Chevy Chase itself, with a present school indebtedness of $71,500, are opposed to the bonding of the county any further; are opposed to locating a school where it is not for the best accommodation of the greatest number of scholars; are opposed to large unnecessary expenditures in one part of the county to the utter neglect of absolutely necessary building equipments and educational facilities in other parts of the county; are opposed to secret or private hearings called by Mr. Cummings before the delegates to consider matters relating to a public bond issue.
>
> There is just one other question, Mr. Editor. When Mr. Cummings wrote his letter to the Press, did he intend to deceive his constituents or has he been deceived with reference to the intents and purposes of his friends? He says the bill does not call for a high school; his friends, as well as his political enemies, say that it was fully understood that a bond issue of $30,000 was for a high school. In charity, therefore, let us assume that Mr. Cummings has been deceived—that his 'friends' have taken undue advantage of the blissful and guileless innocence of Andrew Jackson Cummings, delegate from Montgomery County.
>
> James B. Morman,
> Kensington, Md.

Another letter to the editor showed another side of the dispute:

> Mr. Editor:—Notwithstanding the fact that a strong sentiment was manifested against bonding the county for $30,000 for a high school at Chevy Chase, and the Cummings bill which advocated it has been dropped, a new bill has been drawn which still proposes a $30,000 bond issue. Of the money to be raised in this way, $14,500 is proposed for Chevy Chase, $8,000 for Takoma Park, $5,000 for Kensington, and $2,500 for Blairs.

> Is this meeting the school situation in Montgomery County squarely? There is a present indebtedness of $7,500, and the sentiment expressed at Annapolis on February 11th at the joint meeting of the county commissioners, the school board, and representatives from various school associations was strongly against a bond issue.
>
> To bond the county not only means indebtedness, but it also means that part of the taxation will have to be expended in the payment of interest rather than for the schools. From data furnished by the acting school superintendent, it appears that $4,692.04 has been paid as interest since 1907. This interest was to cover the indebtedness only. In addition the mortgages at 5 per cent on the Sandy Spring and Woodside schools amount to $13,000, so that the annual interest amounts to $650. This has not been included in the $4,692 as interest paid on the indebtedness contracted by the school board. How long these mortgages have been running I have not been able to ascertain. But it is perfectly plain that more money has been wasted in the payment of interest than would be needed to build at least one good school house.
>
> What are the taxpayers of Montgomery County going to do about these matters? Suppose some plan is adopted for wiping out the school-board indebtedness, still the proposal to bond the county for $30,000 at 5 per cent interest will mean an annual charge on the taxpayers of $1,500 a year, and with the interest on the school mortgages at Sandy Spring and Woodside, a total interest charge of $2,150. In five years this would be sufficient to construct a first-class school.
>
> It is time to consider these conditions cooly and considerately. The past policy has resulted in bad financiering, which has given the taxpayers a minimum of efficiency as to school buildings and educational advantages. It would seem wise to wipe out ALL past indebtedness before assuming further debt obligations. The next step should be to adopt a system of taxation which will regularly provide for all necessary school buildings, equipments and teachers, with a margin for development. Then let all school funds be devoted to school purposes. It is a bad financial policy to pay interest out of part of our taxation, the whole of which is absolutely necessary for school improvement in Montgomery County.
>
> [Signed]
> James B. Morman.
>
> Kensington, Mar. 8, 1914.

Still another reader had his say:

> Mr. Editor:—In the work of the committee which was created and of which the undersigned became chairman before the politicians got to work on the Chevy Chase school matter, there has never been any wish or effort to conceal or even obscure the fact that a $30,000 school building in the Chevy Chase section was expected to afford high school as well as elementary instruction. It may be doubted if there is any community in the county that would be justified in claiming $30,000 of the county for an elementary school only.
>
> If there is one thing that has been drilled into the understanding of the taxpayers and citizens of the Chevy Chase section, it is that only Democrats of approved stamp need apply when there is anything to be accomplished that in any way especially concerns the people of this section. So, if Mr. Cummings has been misled, it is not due to any effort or intention of my committee and the cooperating representatives of the Bethesda and Friendship Heights School Associations.

> As an officer of the Montgomery County Federation of Home and School Associations, working for the betterment of school conditions and facilities of the entire county, I do not care to rest under even the suspicion of being a party to any real or alleged attempt to 'put something over' on Mr. Cummings or anyone else in this matter, and I, therefore, ask you to publish this emphatic disclaimer.
>
> [Signed]
> Eugene E. Stevens.

By April, 1914, the action of the District of Columbia authorities was eased off somewhat:

> Non-resident pupils whose parents are employed officially or otherwise in the District of Columbia are to be admitted and taught free of charge in the schools of the District, if the recommendation of the District Commissioners is adopted. The commissioners have sent a communication to Senator Smith, chairman of the District committee of the Senate, in which they stated that they are in favor of a clause relating to non-resident tuition which is incorporated in the District appropriation bill for the fiscal year ending June 30, 1915, as it passed the Senate. It provided that 'hereafter all pupils whose parents are employed officially or otherwise in the District of Columbia shall be admitted and taught free of charge in the schools of the District.'

Chevy Chase School closed its second year with quite a celebration:

> The commencement exercises of the Chevy Chase public school were held last Friday morning, commencing at 9 o'clock, on the lawn before the school building. Immediately following the exercises was the oratorical contest for gold and silver medals offered by Dr. Ryan Devereux, president of the county school board and a resident of Chevy Chase, for which there were 17 entries. Medals were won by Miss Helen Hodges and Miss Ruth Pierce. The assembly was addressed by Dr. Devereux, also by Charles D. Frailey, Esq., president of the Chevy Chase Home and School Association, after which light refreshments were served. Athletic sports by the pupils closed the events of the day, well attended by the parents and friends and marking the close of the second year of the new school established in 1912.

Having lost the battle to get $30,000 for a school, the Chevy Chase group took a good look at their procedures and started a new publicity campaign:

> Mr. Editor:—The Chevy Chase county school is to have a $1500 one story annex, transformable into three classrooms by means of folding partitions or doors. The funds for this have been provided by the County School Board and are the first public money the Chevy Chase section of Montgomery County has had for a school building, except in the form of rent, since the demand for a school was created over two years ago.
>
> In this great district of Bethesda, producing over 23 per cent of the county revenue, there are only two county school buildings owned by the county at Glen Echo and at Bethesda (or 'Woodmont'), both inexpensive frame structures. At Chevy Chase the citizens have provided the building (composed of four portable units joined together), and at Friendship rented rooms in a dwelling house are used for the elementary school established there last year.
>
> Last winter when the effort was made to secure such a school building as Bethesda district is fairly entitled to, a building that should serve for high school classes for the entire district as well as for an elementary school for the District of Columbia border settlements of the district,

> speculative real estate interests elsewhere succeeded in arousing opposition, and, especially, various counter demands, with the result that the entire project for a proper county school building in this section was killed, as was intended.
>
> The specious plea was made, and with success, that Congress would take care of the border settlements by restoring former D.C. school privileges. Congress has just gotten through with the D.C. appropriation bill for the fiscal year and has left the situation unchanged, including the undemocratic exemption of Government employees.
>
> Those in this section of the county who are not only taxpayers but citizens and voters of the State have a good deal to contend with in the large number of indifferents who do not realize they live in Maryland until taxes are due or, perhaps, election day comes around. We ought not to be penalized because of those who allow Government employment, D.C. business interests and D.C. school privileges to lead them to ignore their duty and responsibilty as property owners, if not citizens, of the county.
>
> If this section, the lower end of Bethesda district, is to go on improving and developing and producing the major part of the 23 per cent of the county revenue, we must maintain a good public school in a substantial and well-equipped permanent building. There must be no failure next time the effort is made for a substantial building, and we want and need the aid and sympathy of good citizens everywhere in the county to that end. It will be good business to take good care of a district that represents nearly one-quarter of the wealth of the county. Don't kill the hen that lays the golden eggs by figuring that the golden eggs will come along just the same even if you stop feeding.
>
> [Signed]
> Eugene E. Stevens

The Bethesda District began to strengthen its forces:

> Plans for a high school for the Bethesda district, to afford high school facilities for Bethesda, Woodmont, Edgewood, Somerset, Drummond, Chevy Chase and Friendship Heights, were discussed on Thursday night of last week at a meeting of the Bethesda District Federation of Home and School Associations, at the Bethesda schoolhouse. No conclusions were reached at the meeting, and it was decided to hold another meeting at a date to be selected later.
>
> A suggestion to consolidate the schools of Bethesda and Chevy Chase, and to erect a building as close as possible to the intersection of Bradley Lane and Wisconsin Avenue was broached, but met with opposition. It was explained that a school located at that place would afford central facilities to more than 400 children. High school facilities to be provided would under State law, have to be paid for at first out of ordinary school revenues. The law provides, however, that after such a high school has been established and operated for a definite period it is to be inspected by county school authorities, and on being shown to meet the State board's requirements the State will pay $1,400 per year additional for the maintenance of the high school.
>
> Advocates of a high school at Kensington were heard at the meeting, as were speakers who favored the strengthening of the county high school at Rockville rather than the establishment of other high schools throughout the county.

Kensington's protagonist carried the fight to the County Commissioners and the State Board of Education:

> The high school recently established at Chevy Chase was the subject of a heated controversy here on Tuesday last, when two delagations of prominent citizens from the lower section of the county appeared before the County School Commissioners, one to urge a plan to abolish the Chevy Chase High School and the other to insist on its continuance.
>
> Harry M. Martin, of Kensington, contended that the Chevy Chase school has been established without legal authority, and said it should be at Kensington. Dr. George H. Wright, of Forest Glen, said high schools should be abolished and the elementary schools raised to a higher standard. Thomas E. Robinson and Dr. Thos. K. Conrad, of Chevy Chase, and the Rev. James Kirkpatrick, of Bethesda, defended the Chevy Chase school. The school board took no action, but it is said that the Chevy Chase school will not be disturbed.
>
> Harry M. Martin protested to the State Board of Education against establishement of Chevy Chase High School 'at a non-converging transportation center, on the very edge of the line of the District of Columbia instead of some other point.'

Chevy Chase rebutted in the *Sentinel* of February 19, 1915:

> Mr. Editor:—–It ought to be understood that at the hearing before the County School Board on Tuesday, January 26, the chief contention of the principal protestant, who proposed to speak for the town of Kensington, possibly for Wheaton district, was against the legality of the establishment of any school whatever at Chevy Chase, because perforce of circumstances the school is quartered on leased property.
>
> ... ...
>
> Kensington enjoys the reputation of being a community so largely composed of 'office people' that there is comparatively little interest in the local school. The school plant confirms this and ought to serve as an object lesson for Chevy Chase people and others that think they can afford to neglect the community interests because of the personal school privileges they still enjoy.
>
> It was a cunning hand that undertook to array Wheaton district against Bethesda district. If the two districts which together furnish over 40 per cent of the county revenue from taxes (Bethesda 23 per cent, Wheaton 17 per cent) can be kept in a state of contention on the school question, the rest of the county may think,—–mistakenly, however,—–that it can afford to leave untouched a situation which would necessarily cost some money to adjust to the satisfaction of all concerned.
>
> [Signed]
> Chevy Chase Parent

Kensington made a lengthy statement in reply:

> Some two years ago, when the subject of a high school for the lower end of the county was broached by Dr. Devereux, then Chairman of the County School Board, we were invited to express our opinion as to the best site for such an institution. Accordingly a committee was

appointed from our Home and School Association, which considered the matter with great care, and in their report showed that a high school located in Kensington would be available to considerably more pupils than if it were located anywhere else. This report with the maps and other data are still available.

... ...

The recent visit of the committee from the State Board of Education indicates that it is the purpose of the County School Board to continue to maintain the high school at Chevy Chase. The estimates for the coming year include the sum of $3020 for the maintenance of a high school at Chevy Chase——all of which sum will fall upon the county.

As stated before, Kensington has objected to the establishment of an educational institution by such methods as have been described. At the present time it does not believe that a new high school is needed in the lower end of the county. The time may come when it may be advisable to place one there, but the need for the school and its location should be decided upon only after a fair and impartial investigation and all proceedings should be legal and above' board.

In the present case it may be possible to clear away all legal entanglements, but the question of policy remains. In fact, we regard this as the most important issue of all. In our opinion, it will be far better to utilize the county's limited school funds in the improvement of the grade schools and the existing high schools throughout the county rather than in the establishment of new high schools. There are, all told, fewer than 300 pupils in the 9th, 10th and 11th grades in the county schools. Most of these are within easy reach of one or more of the eight high schools with which the county is now provided. In the lower end of the county a large proportion of the children are now able to attend the schools of the District of Columbia without payment of tuition and it is more than probable that many of those now in the county schools will transfer to the city next year. The location of a high school so close to the District Line as Chevy Chase appears, therefore, to be extremely inadvisable.

Our county grade schools, while probably numerous enough, are in any case far from being what they should be, the teachers are inadequately paid, and the course of instruction is sadly in need of revision. The number of pupils who, by reason of the grade-school shortcomings are deprived of what they should receive, is very large, and until their necessities are provided for it is unjust to cater to the desires of the comparatively few who are calling for new high schools.

[Signed]
W. P. Hay
President, Kensington Home and School Association

Chevy Chase was making progress. "The site of the public school building to be erected at Chevy Chase will, in all probability, be opposite the Chevy Chase Seminary. The lot is valued at $12,000. One-half the value of which Senator Newlands has offered to donate. The building will cost about $20,000. A bill authorizing a bond issue for the purpose is now on its way through the legislature."

To close its third year, Chevy Chase reported three graduates, Helen Elizabeth Hodges, Charles Shoemaker, and Thomas D. Servis.

After many discussions with architects in Rockville and Frederick, the news was published on February 9, 1917:

> The County Board of Education has awarded Roy W. Poole, of Frederick, Md., the contracts for the construction of the new public school buildings at Chevy Chase and Kensington. Of the six bids submitted Mr. Poole's was the lowest, which was $18,204 for the Chevy Chase building and $16,550 for the Kensington building. It is understood that the work of construction will start as soon as the weather permits.

A ground-breaking ceremony was held in April:

> Last week ground was broken for the new high school building to be erected at Chevy Chase, this county, at a cost of about $20,000. There were present the pupils, members of the faculty, trustees and many patrons of the school. Judge Stanton J. Peelle, president of the county school board, delivered a short address, and there were other appropriate exercises. The building will be completed by the beginning of the next school year.

The building was dedicated in November, 1917.

The *Sentinel* noted that "the new high school at Bradley Lane was dedicated last Friday evening, Dr. John Lewis presiding. There was a musical program and addresses by Judge Peelle, E. J. Ward, of the bureau of education, and Eugene Stevens."

A novelty, the first mention of a school secretary in Montgomery County, was added here by March, 1918. "Mrs. Barksdale, the principal of Chevy Chase High School, has appointed Margaret Owens as her secretary. She proves to be very efficient in doing this work, which relieves Mrs. Barksdale of much of the correspondence of the school, so necessary to school life."

State Department of Education annual reports list graduates only for the one year given above, though the names were taken from the *Sentinel.* The portable building was moved to Brighton and used as a colored school. The access to District of Columbia schools being opened, attendance dropped off and Chevy Chase became a five-teacher school with Grades 1 through 7 for the 1921-22 school year.

HALSTED SCHOOL

The school at the foot of Sugarloaf Mountain had a brief history, with many problems caused by the lack of cooperation between the two county Boards of Education and the poor roads of the time. Gordon Strong, a wealthy Chicagoan, became enamored with the Sugarloaf Mountain area. He built a large home for himself and another for his mother. He was civically and socially conscious of the local problems and tried, in his individualistic way, to upgrade the welfare of the local inhabitants. He hired many workmen at wages higher than the local farm rates but was careful not to employ them during the summer months when they were needed on the farms. He became very interested in schooling for the children of this very isolated area. A news story in March of 1916 first reported his school plans:

> A special meeting of the Board of School Commissioners of Frederick County has been called to act upon the offer of Gordon Strong, of Chicago, to build an inter-county school near Dickerson, to equip it at his own expense and turn it over to Frederick and Montgomery Counties. Dr. A. C. Monaghan, specialist in rural school administration, of the United States Bureau of Education, and Dr. M. Bates Stephens, superintendent of education in Maryland will attend the meeting and confer with the commissioners. Mr. Strong has built one school house

> in the vicinity of Dickerson and his present intention, as explained by County Superintendent G. Lloyd Palmer, of Frederick county, is to furnish the school children of Frederick and Montgomery counties living in the Sugar Loaf section a modern school building. It is estimated that the school and equipment will cost about $20,000. About 100 acres of land will go with the gift. Mr. Strong's only condition is that the school be thoroughly modern and that the most modern administration and courses be followed.
>
> To give Dr. [sic] Strong's offer consideration, a special meeting of the Board of School Commissioners of Frederick County will be held at Frederick on March 23rd. The Montgomery County school board will be represented.
>
> If Dr. Strong's offer is accepted, as is believed to be probable, it will likely mean the consolidation of the higher grades of the schools at Barnesville, Comus, Dickerson and Poole's Tract, in this county, and several of the Frederick county schools.

The Board Minutes of May 29, 1916, report that Mr. Strong submitted his plan which included consolidation of the upper grades of the adjacent county schools. The study of this paln was continued into the meeting of the following month. In May of 1917, the Board accepted Strong's offer to maintain a junior and senior high school if Montgomery County would transport pupils of Grades 6 through 9 from Barnesville, Comus, Poole's Tract, and Dickerson. The two latter schools were located each about one mile from the present village of Dickerson, one to the north and the other to the south. In January of 1918, the Minutes record a request from Mr. Fletcher as principal of the school that transportation be provided from Dickerson and Barnesville. In February a wagon was hired to haul any pupils of fifth grade or higher from Poole's Tract and Barnesville at a cost of $20 per week for the wagon, team, and driver. It should be remembered that the roadways involved were unimproved and that there was no provision in effect for snow removal. So in April the Minutes note that the wagon route from Barnesville was abandoned as being impractical. The Dickerson route was again contracted for the 1918-19 school year but was not listed for the following year.

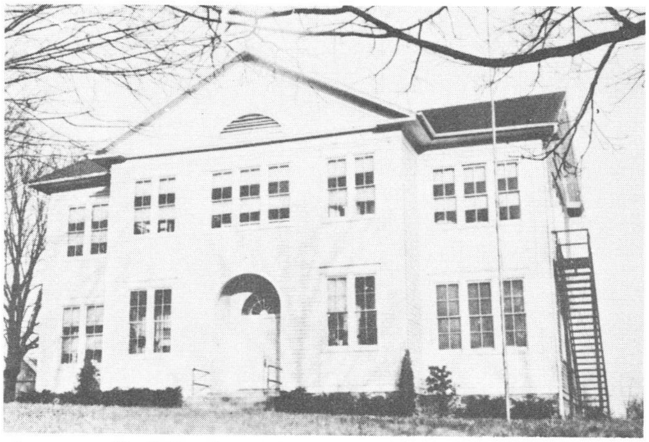
The new school building had been opened in January, 1918. It was a four-room building heated by a basement furnace. The solid brick building still stands in one corner at the crossroads at the foot of the Sugarloaf Mountain. Two rooms were for the high school, one for junior high, and one for primary grades. In addition to the full-time teachers, community persons were used for some special subjects. For example, a blacksmith from Dickerson came in two days a week to teach metal working.

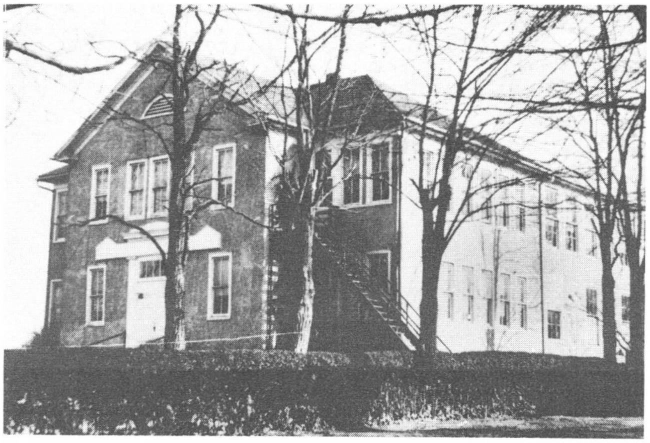
The Minutes of August 20, 1918, show that the Board seriously questioned the value of the continuance of Halsted School. No other mention of the school appears. From personal knowledge, the author knows that the school continued until June of 1921, after which several pupils entered Comus School. They often commented on different methods used at Halsted by the "red-headed Mr. Hawkins," the last teacher at Halsted, but better known later as the president of Towson State College.

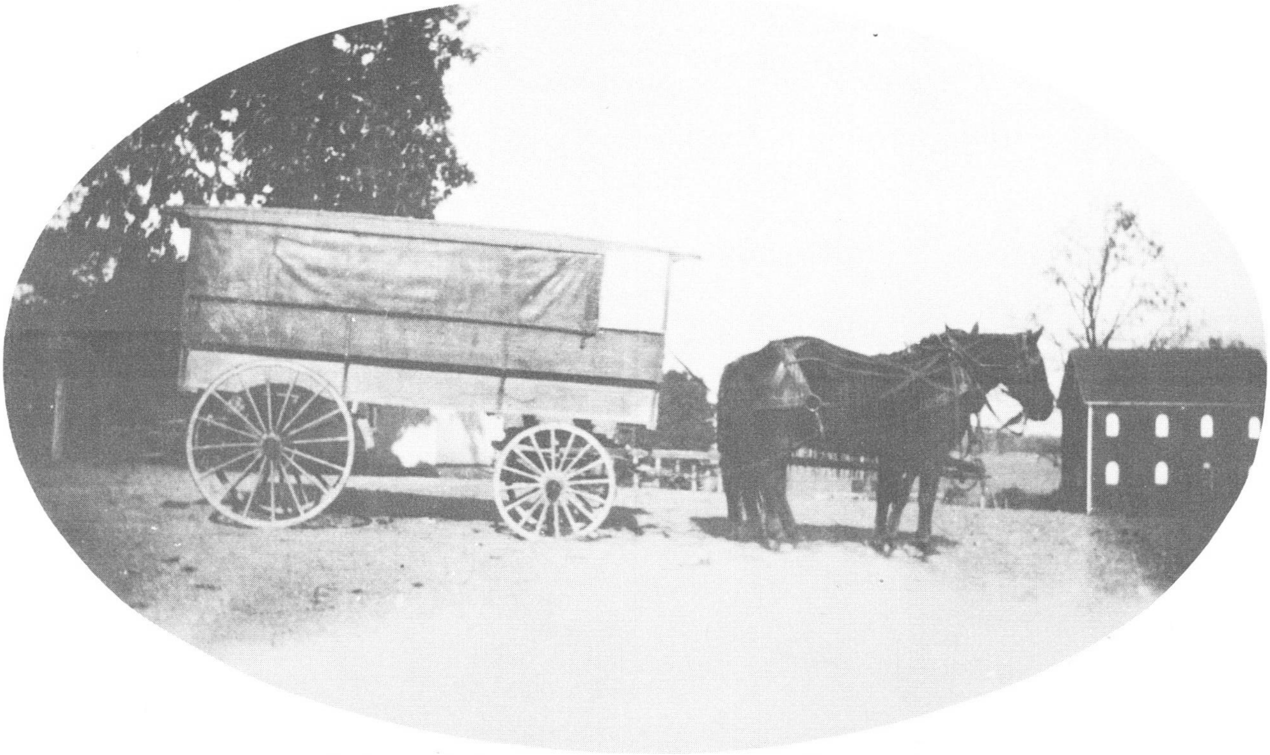
ACADEMIES FADE OUT

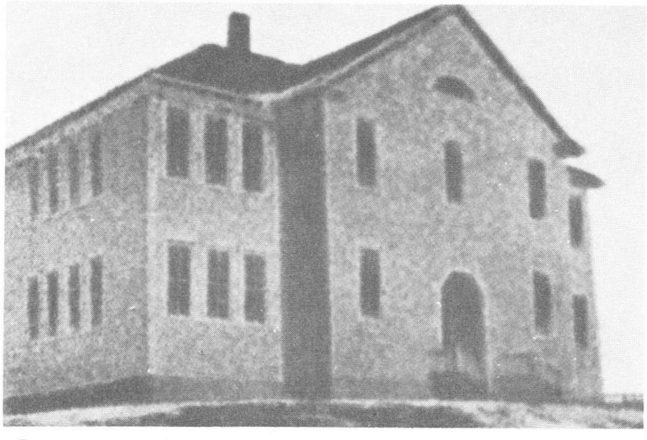
During this pre-World War I period, the four academies of long standing in Montgomery County faded from the educational scene. Each was absorbed by the public school system, three of them making a very direct transit.

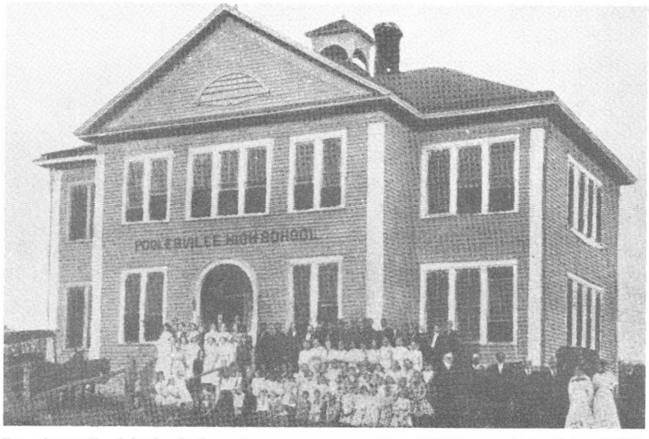
Andrew Small Academy at Darnestown was founded from personal funds of Mr. Small who had located at Darnestown after completing contracts for building a part of the Chesapeake and Ohio Canal. He was also a benefactor of the Darnestown Presbyterian Church, and there was always a close liaison between


Laytonsville School, constructed in 1912, replaced in 1951


Damascus High School, constructed in 1911, replaced in 1950

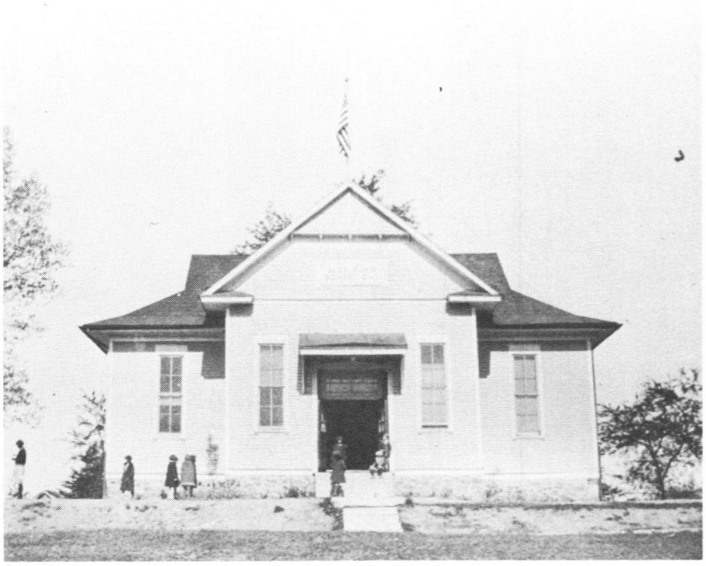

Early twentieth century bus for Claysville and Laytonsville.
The van was owned by the county, and the four-legged power by the driver, Sam Ayton.


Germantown School, constructed in 1910, replaced in 1935

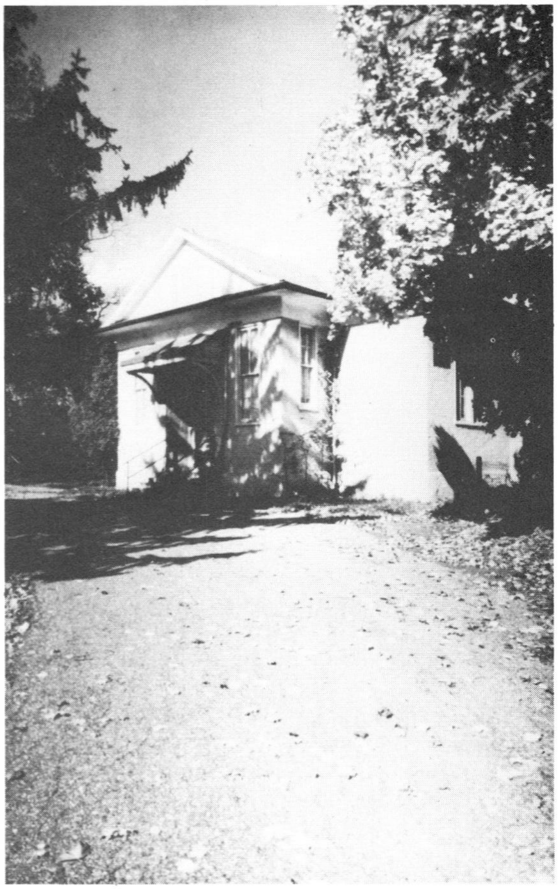


Poolesville High School, constructed in 1905, replaced in 1953
The van at left was the first owned by the county.

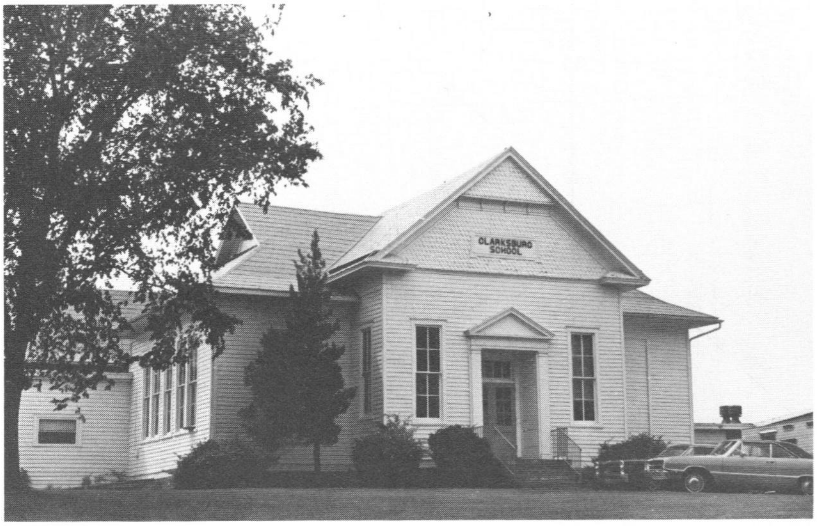
Glen Echo School, constructed in 1909

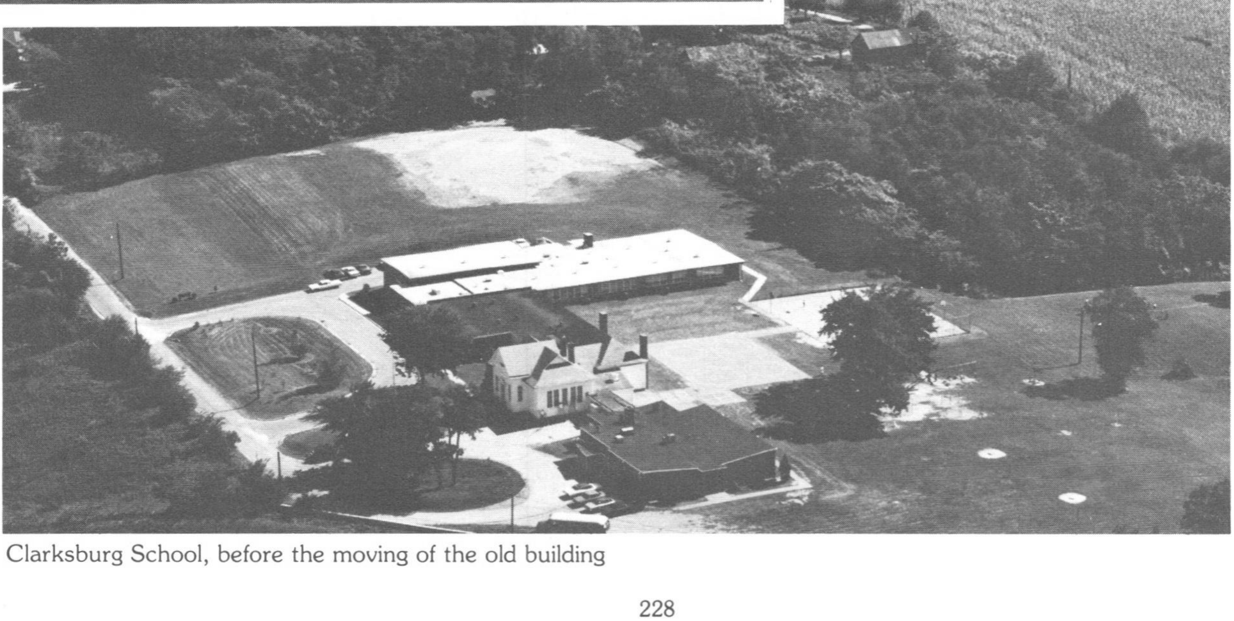


Montrose School, constructed in 1908;
Special Education school, 1961-1966



Clarksburg School, constructed in 1909. Recently moved away from newer building, it is to be preserved as an historical example and used as a community center.



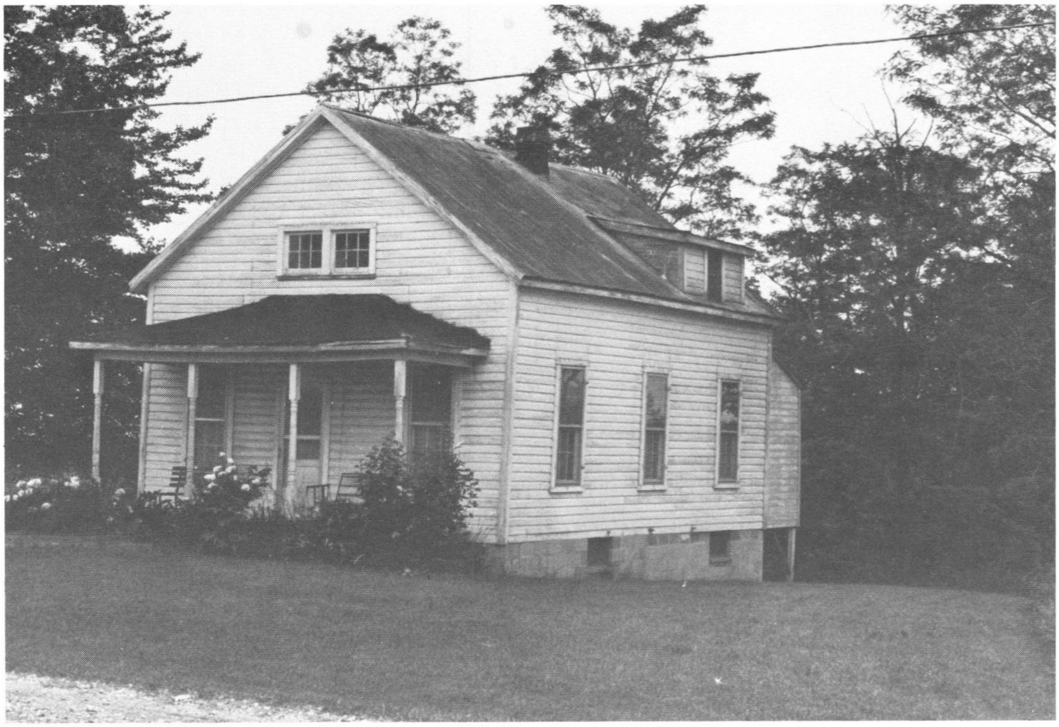


Clarksburg School, before the moving of the old building

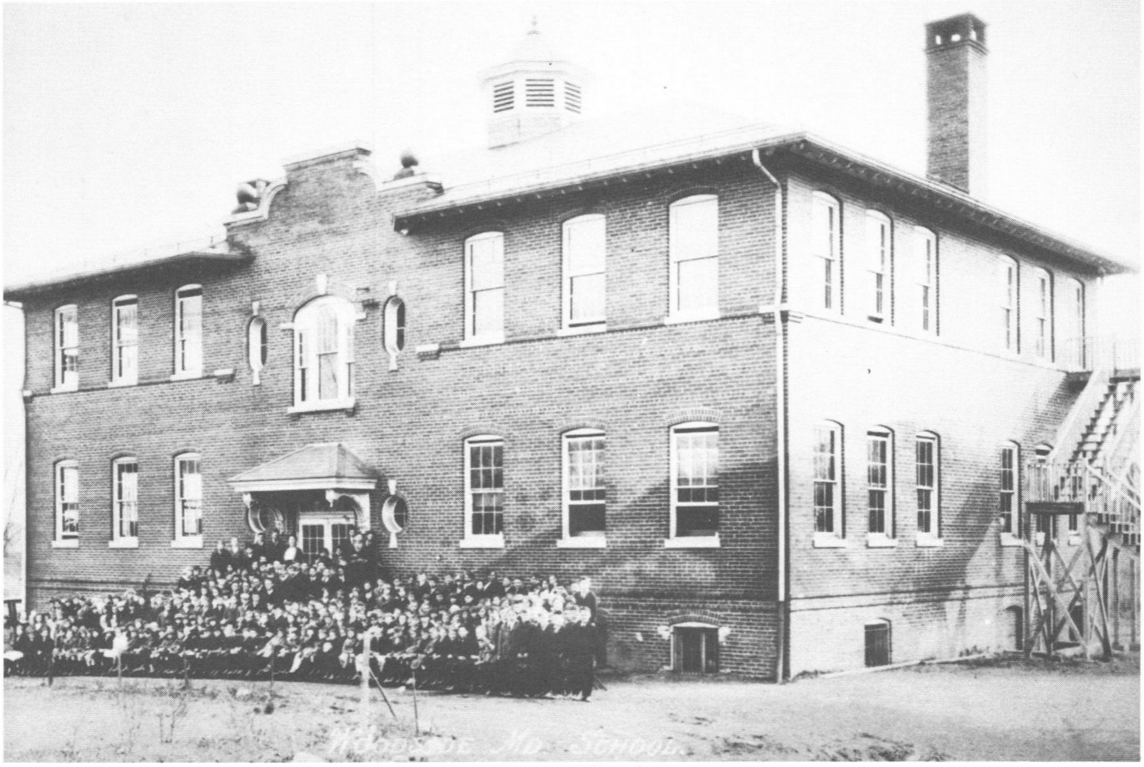
Willis B. Burdette
Secretary, Treasurer and Examiner 1898-1900
Superintendent of Schools, 1914-1917

Earle B. Wood
Superintendent of Schools 1906-1914

Edwin W. Broome
Acting Superintendent of Schools, 1914 and 1917
Superintendent of Schools, 1917-1953



Formerly Cedar Heights Public School



Woodside Md. School

Woodside School and 1923 student body and faculty this church and the academy. The minister was often the principal. The educational impact on the community was high..The school's endowment was such that charges to students were low. No state aid was requested or received by this school. To keep up with changing programs and fit this education unit into the trend of the times, the Andrew Small trustees requested that their plant be taken into the public school system on January 22, 1907. Negotiations were completed at the Board of Education meeting on April 20, 1907. The trustees agreed to keep their building in repair, to donate $500 per year to the Board which was to establish a public high school in the Academy building, and to pay the principal a salary of $700 annually. The new high school was formally organized and approved as a county unit on July 9, 1907. The high school appears in state reports for a few years; but only in 1921 were graduates shown, and only one at that time. Others were listed, in local news stories, as graduates under the county system.

An alumni association of the academy was formed as a part of the activities of a gala reunion held on the campus in August of 1906. The chairman of the sponsoring committee was Edwin W. Broome, then clerk in the School Board office. A day-long program included a band concert, a baseball game, a tennis tournament, a basket picnic lunch, and at least four long speeches. The subjects covered by these were a history of the academy by Upton Darby, long-time secretary of the board of trustees; the effect of academic education on political history by Blair Lee, political leader of the county; the relation of the academy to the public schools; and the honorable part played by the academy in the county. About 400 persons attended this affair. This reunion was held for at least four consecutive summers.

Public schooling in Darnestown had been a sometime operation for many years. For several years the county Board had paid the salary of a primary teacher who occupied a room in the academy building. In later years the public school was at Pleasant Hill, just to the west of the village. This school closed permanently when the academy was absorbed into the public system.

In 1908 Superintendent Wood proposed the establishment of a teacher-training summer school to be held in the academy building where the dormitory rooms might be used by teachers who found a daily trip to the school too expensive or exhausting because of the lack of roads. After studying the plan through several meetings, the Board rejected the proposal on account of the expense.

By 1919 the Board decided that the new state law made the contract with the Andrew Small trustees outdated. On August 14, 1919, the Board announced, in a legal and lengthy form, a new plan for operation of the Darnestown High School as a completely integrated unit of the county public school system. The $500 "Darnestown fund" ceased to appear as a receipt in the annual financial statement of the Board. Then with the building of hard-surfaced roads, the few high school students of the Darnestown area were transported to Gaithersburg or Rockville. The Andrew Small building remained in use as an elementary school. Over the years many plans were discussed for use of the facility. The author sat in one such planning session in 1923 where the idea was to use the plant as a home-school for county boys in need of day-long training or care. This particular plan was not activated because no suitable person to operate it could be found nor were funds ever appropriated for it.

On July 13, 1927, the Board formalized the purchase of the old building from the official body of the Presbyterian Church. The price paid was $2,500. A contract was let for $9,785 to raze the building and reconstruct it as a two-room elementary school. Many of the surplus materials were used in repair and renovation of other schools, such as one at Travilah. In 1954, this two-room building was razed; and the first unit of the present Darnestown Elementary School was constructed. After one hundred years, the Andrew Small Academy passed into history. The endowment funds remained with the local church.

The Brookeville Academy, mentioned earlier, also felt the impact of the development of high schools as a part of the free public school system. This school never had an endowment fund; and its chief asset was the building, paid for by a public subscription campaign, and grounds just to the north of the village.

By 1908 the enrollment at this academy was so low that fees would not pay teachers' salaries even when the state donation of $600 was added. On July 14, 1908, the Minutes show that:

> Dr. Henry Howard, representing the trustees of the Brookeville Academy, appeared before the Board and discussed the school situation at Brookeville at length with the Board. Dr. Howard offered, in behalf of the trustees of the Brookeville Academy, to turn over the Brookeville Academy property, for school purposes, and a yearly donation to the School authorities, provided they conduct it as a graded public school.

The Board accepted the offer, but the immediate take-over was delayed when the then principal of the school held out for six-months's notice before vacating the premises. The public occupation of the academy was completed by Board action on June 2, 1909. The state donation is shown as the "Brookeville Academy fund" in the Board's financial statement for the Fiscal Year 1910 in the amount of $600. The old public school building in the village was sold at auction and shows up as a $75 item in the FY 1911 statement.

In May, 1911, the Board included Brookeville in its list of second class high schools and established commercial and domestic science courses there. The annual state reports list Brookeville High School for the years 1909 to 1917, inclusive, with its highest enrollment of 61 in 1912 dropping to 24 in 1917. Graduates totalled 39; 8 in 1912, 15 in 1913, 10 in 1914, and 6 in 1917.

AGRICULTURAL TEACHING

The agricultural classes at Brookeville were a major part of the curriculum. S. D. Gray, the instructor, publicized his program in a news story on February 16, 1912:

> Agricultural High Schools.—— . . . At the (Brookeville and Sandy Spring) schools, besides the classwork, the boys are required to conduct certain experiments, such as testing farm seed, milk and cream, analysis of soils, agricultural chemistry, in the laboratory. Part of the time is devoted to observation of crops in their different stages of growth, right in the fields. Such work as pruning and grafting, besides being discussed in the classroom, are demonstrated on the neighboring farms. Dairy herds are tested and accurate records kept. Fertilizers are studied in every phase. In fact, nearly every problem relating to farm life is discussed and worked out by the students. The most important, and, I think, interesting, problem in connection with this work is the experiments conducted by the boys on their home farms during vacation under the supervision of their principal. It is great to see the boys working in their experimentals plots, taking notes, asking questions, all the time. They are showing great interest in the work, indeed, and more money should be spent by the county to make the work more complete. The work done by the boys covers the testing of varieties of corn, potatoes, etc., different methods of cultivation and influence of fertilizers.
>
> . . . .
>
> [Signed]
> S. D. Gray

The many changes in the public school legislation of 1916 had two effects on Brookeville. The contract between the County Board of Education and the academy was cancelled by the Board on April 11, 1916. The state donation was no longer made to this type of academy.

Brookeville High School was formally closed by Board action July 30, 1917. Next month a new agreement was made with the academy trustees whereby the Board rented the property for $150 annually and established a graded school. This contract was terminated by the Board on June 14, 1921. The academy trustees offered to "co-operate on a fifty-fifty basis in building a suitable school" in Brookeville. This resulted in a substantial brick structure which served also as a community center. This was opened in September, 1924. Board Minutes of February, 1926, show "Receipts: Brookeville Trustees $6,208." It was closed and consolidated into Sherwood in June of 1936. The building was sold to the adjacent Salem Methodist Church for $3,000 in February, 1938, and continues in use as a community services building. After some 130 years, the Brookeville Academy became a fond memory.

The Rockville Academy struggled valiantly against its competition. During World War I, it assumed the name of Rockville Military Academy and uniformed and drilled its boys as cadets. After closing as a day school, the trustees established an evening commercial class using the room and equipment of the public high school in Rockville. The building served as a city library, as Board of Education offices after a fire, as a cooperative nursery school, and space for overflow elementary enrollment of public pupils and was finally sold to the Methodist Church to be developed as a parking lot. The building stands as a Rockville landmark at the corner of West Jefferson and South Adams.

The Sherwood Academy had passed into the public system as explained before. The original site is now occupied by an elementary school. Several additions have been made to the site which now serves both elementary grades and senior high students. The opening of William H. Farquhar Middle School in September, 1968, has taken Grades 5 through 8 to another site.

The academies played a most important part in the development of the Montgomery County Public Schools. Until the acceptance of the idea that free public education should be extended upward, the private schools were the only source of what was then considered advanced education. While there was often intense rivalry between the academy and the local public school, there was also much interchange of student body and even teacher personnel. One former School Examiner (Higgins) served many years as trustee of the Rockville Academy. Examiner Anderson was a former teacher there. Teachers of Sherwood Academy moved over easily into the public system, as did some from Brookeville. Several Board of Education members were trustees of an academy, often at the same time. The broader base of the public school in the community, especially for tax support, assured its success in whatever competition there was.

STANDARD SCHOOLS

A plan was originated at the state level to encourage the improvement of school buildings, grounds, and programs as a whole. It entailed cooperative efforts involving the Board of Education, trustees, teachers, pupils, and the community in general as can be seen from the:

Requirements for one and two-room Standard School, State of Maryland.

Grounds.

1. To be clean and well kept, with some shrubbery and trees.
2. Playground of at least one-half acre.
3. Games provided for (baseball, basketball, soccer, etc.)
4. At least three features of play apparatus.

Buildings.

1. School house ceiled or plastered, tight floors, no leaks, painted outside, painted inside—–ceiling of lighter hue, good doors with locks and keys, cloak room or metal lockers.
2. Fuel house convenient and in good condition.
3. Two separate sanitary closets after plans of State Board of Education, or two good ones to be sanitary at all times and free from marks.

Lighting.

1. Windows one-fifth of floor space; one-sixth will be accepted in buildings that meet all other requirements.
2. Windows on left, or on left and rear of pupils.
3. No windows in front of pupils.

Heating and Ventilating.

1. Jacketed ventilating stoves, or building comfortably heated by ordinary stove, same being enclosed in part by shield or jacket of galvanized iron; or basement furnace.
2. Window boards or some other approved method of ventilating.
3. Thermometer suspended in center of room.

Library and Supplies.

1. Library of at least 50 books per room, selected from list approved by the State Board of Education, and adapted to the grades taught in the room.
2. Unabridged dictionary.
3. Set, at least four, of wall maps, and map of Maryland.
4. Globe, 12-inch suspended preferred.
5. Primary materials of instruction, value $5; pair of scales; set of liquid, dry and linear measures.

Equipment.

1. Patent desks of at least three sizes, properly arranged.
2. Teacher's desk, substantial, large enough for books and records, fitted with locks; teacher's chair.
3. Slate, wood pulp or composition blackboard, at least 20 linear feet per room, chalk rail not over 30 inches from the floor.
4. Display board covered with dark green or brown burlap or denim.
5. Window shades in good condition.
6. One new standard picture framed, unless three are already in the room, to be selected from a list approved by the State Board of Education.
7. Piano, organ or victrola, in good condition, with at least 12 approved records.
8. Waste basket.
9. Sanitary drinking fountain, or covered water jar, with faucet and individual drinking cups properly protected; waste receptacle.
10. Flag, flying on all school days.
11. Artificial light adequate to light all parts of room.

The Teacher.

1. Teachers with first-class certificates.
2. Daily program posted.

3. Full, neat and accurate register.
4. Must supervise the playground, maintain order at all times, take at least one educational journal, and be a member of the State Teachers' Reading Circle.

Community Activities.

1. Community Council or similar organization, making annual report.
2. Boys' Club and Girls' Club, each making annual report.
3. Participation of school in county field meet or county school fair.

Montgomery County went into the standardization of its schools with the strenuous encouragement of the Board and the superintendent. The first effort brought out eight winners, widely spaced across the county. A news release told the story in April, 1921:

> Eight schools, seven one-room and one two-room schools, have met the requirements . . . for a Standard School.
>
> During the first week in May, Community Meetings will be held at the following schools, at which time a Standard School certificate will be awarded the school by the State department (of education). Time of the programs as follows:
> Monday, May 2, at 2:30 p.m., Wheaton school.
> Monday, May 2, at 8:00 p.m., Olney school.
> Tuesday, May 3, at 2:30 p.m., Browningsville school.
> Tuesday, May 3, at 8:00 p.m., Lewisdale school.
> Wednesday, May 4, at 2:20 p.m., White Oak school.
> Wednesday, May 4, at 8:00 p.m., Oakdale school.
> Thursday, May 5, at 2:30 p.m., Montrose school.
> Thursday, May 5, at 8:00 p.m., Bailey school.

The program of improvement continued for about ten years when a state report announced that Montgomery was the first county in the state to reach the mark of having all its small schools standardized. By that time this system was well into a program of consolidation of smaller schools into others of a size where broader programs of studies could be offered.

CONSOLIDATION OF SCHOOLS

No date can be assigned as a beginning in the consolidation of the one-room schools into larger units. From the beginning of the county system in 1865, a minimum enrollment had been required to keep a school open. This number varied slightly but was usually twelve, though sometimes this referred to enrollment and at others to average daily attendance. When a school failed to meet the requirement, the Board closed it by failing to appoint either trustees or teacher. The pupils were left to attend the nearest open school. Before the compulsory school attendance law, many pupils were left out of school until the community could convince the Board that large enough enrollment was available.

On October 8, 1906, the Home Interest Club from the area presently known as Silver Spring requested the Board to consolidate the one-room schools at Forest Glen, Linden, Takoma Park, and Sligo into one unit and establish what was then called a "Graded School." One year later the Board closed Linden by consolidating it into Sligo. The next request to the Board was told in a news story of April 26, 1907:

> Messrs. Chanler, Hayden and Clark, the committee appointed at a recent meeting of the friends and patrons of the public schools at Sligo, Forest Glen, Woodside and Linden, to further the

> movement in favor of the consolidation of the four schools named, and the establishment of a graded school at a point near Sligo, appeared before the School Commissioners. The committee represented that the citizens of the section mentioned stand ready to offer liberal inducements for the establishment of the graded school. One proposition is the formation of a stock company which will erect the building and allow the School Commissioners its use free.——Another is that the friends and patrons of the four schools provide a site and contribute $3,000 toward the cost of construction, the title to be in the School Commissioners. The committee was assured that the members of the board are more than anxious to comply with the desires of the people in the matter, and that the propositions submitted will be given careful consideration, and an effort made to arrive at a decision that would prove satisfactory to all concerned. Commissioners Lamar and Cashel were named as a committee to determine the best thing to do.
>
> It was stated that if the graded school is established it will be attended by not less that 220 pupils, and will be the second largest public school in the county. A corps of four teachers would be required. It is thought that the cost of maintenance of such an institution will not be more than the expense of running the four schools it would supersede.

The legislature passed Chapter 229, *Laws of Maryland,* 1908, "an act to authorize and empower the Board of School Commissioners of Montgomery County, in its discretion, to accept donations of land and improvements thereon suitable for schools' uses with mortgage indebtedness thereon to the extent of not exceeding two-thirds of the value of each such donation, and to assume the payment of such mortgage lien." The Minutes show that the Board acted on this on June 6, 1908. "Whereas, Messrs. J. A. I. Cassidy, George L. Fox, John D. Coughlan, Samuel D. Waters and George G. Getty, citizens of Montgomery County, as trustees of certain contributors for a new Public School Building at Woodside, have advised the Board of School Commissioners for Montgomery County of their desire and readiness to supply the necessary land at Woodside and guarantee cash to the extent of $5,000 toward the erection of a proper school building thereon to be donated to said Board of School Commissioners under the terms of an Act of the General Assembly, approved April 1, 1908 (Chapter 229-1908), and desired building may cost $13,000, with mortgage of $8,000 available, which has informal approval of the County Commissioners, the School Board proposes to proceed."

Thus, the Woodside Elementary School came into being.

On May 10, 1910, the Board resolved that "conditions were seeming to warrant the closing of several smaller schools, contiguous to larger schools," but no names were given. Soon thereafter Beallsville was consolidated into Poolesville, with transportation provided. It should be noted that this followed very closely the hard-surfacing of the road from Barnesville to Poolesville. Union School was closed for low enrollment and these few pupils moved into Poolesville. Germantown schools were consolidated into a new four-room school at Germantown. In 1912, Laytonsville requested the closing of Goshen and Claysville, the transportation of pupils, and the establishment of a high school at Laytonsville. Only part of the plan was consummated as the high school did not succeed for lack of enough pupils. The same year, Potomac succeeded in drawing in Carrolls, Cropley, and Friendship (the one near Carderock Springs of today), and getting a new four-room graded school. Within a few years, this identical frame building of two stories, four rooms, and large vestibule was constructed at Damascus, Bethesda, Potomac, Germantown, and Laytonsville.

In 1913, the Board heard a request to consolidate Poole's Tract and Monocacy into a new building at Dickerson but tabled action unless the county commissioners would provide funds. This project was not completed until 1921. Next year Beane asked to be sent to Bethesda and Cloppers folded when only four pupils remained there. In 1915, Cedar Grove asked for a new building and the bringing in there of Cedar Heights, but the latter community resisted such action for several years.

In 1911, the *Sentinel* published a plea by a YMCA organizer:

> . . . The first step which is important to such a movement is the consolidation of rural schools. To explain this, we shall take Montgomery County as an example. There is a school at Rockville, one at Sandy Spring, one at Potomac, one at Darnestown, one at Poolesville, one at Laytonsville, one at Hyattstown. Twenty such schools would cover the county. To each of these schools there would, under the consolidated rural school system, be an omnibus run over every main road. This would not only bring the children together more but would enable some to attend school who cannot do so.
>
> At each of the twenty schools there would be a division of the rural Y.M.C.A. and the headquarters would be at Rockville. There would be a club house there, and possibly, after the system had been working some time, one at each of the other schools. Of course, these wouldn't be as elaborate as those in the large cities, but there could be a gymnasium, and outside swimming tank and an athletic field. The gymnasium could be used as a reading room at certain times and table games could be played there; possibly there could be one or two bowling alleys.
>
> Once or twice a year there could be a field-day and festival in each of the twenty schools, when prizes are given to the best runner, the best jumper, the best horseman, the best teamster, etc., and cups to the winners in basketball, baseball, football, etc. There would also be indoor meets for the championship of billiards, pool, bowling, etc.
>
> Of course, there would be a Boy Scout Troop in connection with this. I shall dwell upon this subject only to tell what it does for the boys. By the training which it gives it makes good, polite, ambitious boys, and if all our country boys were brought up under such influence our nation would be greatly benefited thereby; and if all our boys had some such entertainment, as has been described, at home they would not go to the city and fall into its evil ways, thus losing themselves to the higher world and all that is worthwhile.

In 1914, the Montgomery County Federation of Home and School Associations included in its program the proposal to consolidate one-teacher schools. After considerable discussion this consolidation was to be for upper grades where feasible, leaving younger pupils to attend school still close to their homes. This viewpoint was summed up in a report on the 1912 survey of the educational system of Montgomery County and published on December 18, 1914. "Implicitly and explicitly the one-room one-teacher school was attacked, and yet the only logical remedy, consolidation of small schools, with public transportation for the pupils, was opposed by two thirds of the 700 school patrons who answered the questions. Obviously, a one-room, one-teacher school devoted to seven grades, cannot furnish the instruction the majority of parents nowadays wish their children to have, but until a practical plan of consolidation is worked out and approved by the parents of one-teacher schools, no progress can be made in that quarter. One-teacher schools devoted to only the first three or four grades, might well be retained in some instances and this would avoid the necessity of the small children going far from home to school."

Consolidation of schools really went hand-in-hand with improved roads and means of transportation. While transportation costs of elementary pupils were always assumed by the Board, they balked at paying for high school pupils. On June 12, 1923, the Board approved transportation of high school pupils by development of local means rather than county-owned and operated conveyances. Each pupil was to pay ten cents a day, with the Board supplementing this if the cost did not exceed $30 per pupil per year in total. No aid was to be given for any high school pupil living within two miles of a high school, nor convenient to a railroad or trolley. No bus route was to be effective until approved by Board action. Before schools opened in 1925, a list of routes was approved. High school pupils continued to pay for transportation until the gradual and quiet elimination of the charges in the middle 1930's as a part of the relief programs of the "depression."

One-room schools were not all consolidated, and the last one disappeared in 1951 when Burtonsville achieved two-room status.

SCHOOL CHANGES

During this period many changes in school locations occurred, other than those mentioned above. Briggs School, on the road from Gaithersburg to Hunting Hill and one and a half miles north of the latter, was abandoned and the lot sold on June 4, 1906. At the same Board meeting, it was recorded that Goshen and Avery failed to make minimum attendance requirements. But Goshen School was relocated from the corner of Brink and Burnham Roads to a site on the road from Goshen to Davis Mill, now marked as Goshen School Road. This site was finally closed out on August 8, 1922. Avery survived until June 7, 1932, after which there was considerable discussion as to title to the site. The Board had a deed dated July 31, 1889, showing that the lot had cost $1. Heirs of the original owner claimed that this was a gift to the Board, that an error had been made in recording the deed, and that if no longer needed for school uses the land should revert to the original owner or his heirs. On May 12, 1935, the Minutes show that the building was torn down by Emergency Works Administration labor to supply materials for other projects and the land returned to the Barnsley heirs.

On July 9, 1906, a new site was authorized for Clarksburg School "fronting on Boyds Road equally divided by the fence between the property of Dr. Deets and Mrs. Robert S. Hilton." Before this the school stood on Stringtown Road about 300 yards north of Route 355 as presently designated. On July 16, 1909, two deeds were recorded, one from James E. Deets and one from Sarah C. Hilton, each for three-quarters of an acre costing $100. Hezekiah Day contracted to build a one-story, two-room building, 28 feet by 51 feet in size, with a vestibule and cloakroom area 6½ feet by 25 feet in size. The new building was insured on November 2, 1909, for $1,650 which included $425 for furniture and $100 for books. The new school plant was opened for pupils on November 4, 1909. As late as 1973, these rooms were still in use for classrooms, being the oldest such in the Montgomery County public school system. (Through renovation at Clarksburg, the two rooms now stand alone as one building; and one room will be restored as a 1909 classroom and the other as a community room.)

In 1907, a new Burnt Mills School was authorized to replace the one at White Oak; but when no new site could be found, the old building was reopened and remained in service until 1935. At the same Board meeting, a new building was authorized at Montrose. A new site of one acre was purchasd for $400 on November 10, 1908, from B. R. Codwise. A building was constructed, described only as "new house valued at $2,900, pebble-dashed." The building was closed in 1918 for lack of an available teacher. A room was added in 1947. All regular classes were moved out in 1961 so the school could be used for special education classes. It was closed for pupils in 1966 and used as pupil services offices. (The building still stands in 1975. The building and its one-acre lot were bought by the State Highway Administration from the county in 1970 for $185,130.)

A new school in Glen Echo area came into being after many negotiations. In 1900 local citizens offered a building in the town for school use if the Board would provide a teacher. Two years later the citizens pressured the Board into paying rent for the building, and the rental was immediately spent for improving the building for school use. The local citizens energetically supported this school. In September, 1902, they staged a "grand ball and musicale" in Glen Echo Park and netted $150 for repairs and library at the school. The following year they held a picnic and cleared $250 for the same purpose. In 1906 Chapter 569 of the new state laws directed the Board to provide a new building, but the Board deferred it for lack of funds. When the next county levy included $1,800 for a new house, the Board authorized it "with the least possible delay." Concord School, which stood on River Road just west of Wilson Lane, was consolidated into the new Glen Echo Graded School. The original building was of two rooms built on the same plan as Clarksburg, with a third room added at the rear about 1920. Public transportation of pupils began here in 1923 when the Glen Echo service area extended from the District Lane to Cropley along MacAuthur Boulevard, the small community at River Road and Wilson Lane, and along Persimmon Tree Road to the rear of the Congressional Country Club. In 1924, local citizens petitioned for a high school here, but the Board demurred after arranging transportation to Bethesda. The school was abandoned in 1928 when the present Clara Barton School was opened under the name of Glen Echo-Cabin John School.

Colesville School, since about 1871, had been located north of the village and west of the Colesville-Ashton Pike, now known as New Hampshire Avenue, in a small building 18 feet by 24 feet in size. On July 14, 1908, the Minutes record the purchase of a new one-acre site for $200 and the appropriation of $1,400 for a new two-room school. This school and site were sold in 1929 for $3,000, and an adjoining site of three acres was purchased for the same figure. Then Morrison Brothers contracted to construct a three-room school for $15,500. This unit still stands as a part of the present Colesville School.

Minutes of February 9, 1909, ordered the sale of Forest Glen and Sligo properties as they had been consolidated into the new Woodside. A new building was authorized the same date at King's Valley which had recently burned. In March of 1909, the Board ordered the closing of all colored schools having an average daily attendance of 20 or less pupils. The following May, 32 colored schools were listed:

Unity
Laytonsville
Etchison
Clarksburg
Hyattstown
Sugarland
Martinsburg
Poolesville
Rockville
Scotland
Burnt Mills
Colesville
Spencerville
Seneca
Old Germantown
Quince Orchard
Travilah
Sandy Spring
Norbeck
Grifton
Brighton
Washington Grove
Cloppers
Stewardtown
Cropley
Cabin John
Sellman
Boyds
Darnestown
Purdum
Linden
Wheaton

But in September Little Purdum was not reopened. By the end of 1909-10 school year, Martinsburg, Poolesville, and Cropley schools were not listed. White schools dropped this year were Cedar Bend, south of Poolesville; Brighton; and Beallsville. Germantown replaced Old Germantown, and No. 6 in District 2 was officially designated as Neelsville instead of Brink. Cabin John became Friendship. The legislature had approved a bond issue for new buildings at Four Corners, Damascus, Claggettsville, Burtonsville, Germantown, and Elmer, south of Poolesville. In June, 1910, the Board contracted for the Germantown building, appropriated $600 for Elmer, decided on a four-room plant at Damascus, a one-room addition to Clagettsville, and a two-room structure at White Oak rather than Four Corners. The Burtonsville contract was approved in July and the Gaithersburg addition in August, thus completing the programs as authorized by the legislature.

The Germantown building was demolished in 1935, and a new one begun on the same site. Damascus was built to replace a two-room school on the site of the present water tower. This property was transferred to the county on February 25, 1952, as the current Damascus High School building came into use. Clagettsville did not maintain enrollment for two rooms but for a short time. It was consolidated into

Damascus in August, 1937, and wound up being transferred back to the original farm owner on a quit-claim deed when there arose unspecified complications over the title. White Oak was closed in October, 1935, and sold for $2,000 in 1937. Burtonsville was rebuilt on the same site known as "Frog Pond" where in 1868 stood a two-room school 30 feet by 46 feet in size. This school decreased in enrollment to such an extent that in 1935 there was a proposal for consolidation with Fairland "which does not seem to be working out." In 1951 the present Burtonsville School was built on a wholly new site, and the old one was sold to become a church as it still remains. Elmer was a one-room school on what is now called Elmer School Road. It was ordered closed in 1931 but held on for one more year when the pupils moved into Poolesville. The site sold the next year for $100.

Cloppers and Spencerville were ordered closed in June, 1910, but the former reopened the following September to remain until 1914 and be sold in 1919 for $300.

Union School, or later as "Old Union," had a very hectic career. Shown in the state report of 1868 as having 40 pupils, it stood two miles northwest of Dawsonville in the direction of Sellman, which was another name for the railroad station of Barnesville. The school was listed in 1897 as "Sellman," a new house built that year. In 1904, the Board refused to reopen Union––too few pupils. An attempt to reopen in 1905 did not hold up. In 1912 it became a colored school, the white pupils being merged into Poolesville after a transportation wagon was put on the road from near the school. After 1917, it was no longer listed among the county schools.

Kensington Colored School was opened in 1912 in a building not owned by the county. In 1917 the Board purchased a lot for Kengar School and moved part of the Chevy Chase portable building there. In 1927 a new building was constructed, and in 1941 there was another contract but whether for a replacement or addition is not shown. In 1955 this school was closed as a step in integration and sold at public auction for $7,700.

River Road Colored School opened in the 1912-13 school year in a rented building in the Loughborough area of Bethesda and continued thus until 1925 when the purchase of a site and construction was approved. It was closed for integration in 1955. The sale of this site became quite complicated as "there was some difficulty with the site." The last Minutes of this case, dated April 12, 1960, state that "the Board of Education has been unable to deliver a marketable title . . . the final total cost of $45,750.91 with an unpaid balance of $25,369.52 due at the time of settlement" was a profit on the investment of $5,390 in 1924.

Glen Colored School received very little notice in the Minutes. It opened in 1889 and closed in 1913. The same year a new colored school was opened near Potomac in a rented room. No further mention is made of this one.

Brighton School, which stood at the corner of Brookeville Road and New Hampshire Avenue, had some ups and downs. It was listed in 1868 with 26 pupils. A building 22 feet by 26 feet plus a vestibule which was erected in 1871 for $500. Repairs were budgeted in 1880, 1886, and 1899. It was closed in 1912, reopened in 1915, and finally closed in 1934.

In 1916 a church on Brick Yard Road was rented for a colored school. It was moved to another rented room in 1919. By 1923 attendance was too low, but in 1927 a building was erected with materials from the dismantled Andrew Small Academy. This school was closed in 1931 and transportation furnished to River Road School.

A school for colored pupils is sometimes listed as Linden and later as Lyttonsville. In 1899, the levy request included $450 for a new school; but in 1901, insurance of $90 covered books and furniture in a building not owned by the county. In 1917, a lot was purchased for $490.50; and a part of the portable building moved to the site from Chevy Chase. In 1955, it was closed in the integration program. The site and building were sold for $8,800 at public auction in 1959, but this price was reduced by $600 "due to damage to the building through an act of vandalism."

Wheaton Elementary School burned in 1917, and the classes were moved into a room over H. C. Dickerson's store on the southwest corner of Georgia Avenue and University Boulevard. The burned building was one room, 32 feet by 22 feet in size, and had stood on a site one-half mile east of the corner named above since 1891 when it was moved from a location one-half mile east of the intersection of Georgia Avenue and Veirs Mill Road. It was there when the county system took it over in 1865, then called Mitchell's X Roads School. It was one of the buildings damaged by the United States Army during the Civil War occupation of Montgomery County. In the 1868 State Report, it is listed with 35 pupils. The burned building was replaced by a two-room brick building at a cost of $2,950, built in the fall of 1917. In 1920, a trial of transporting the upper grades from there to Kensington proved unsatisfactory and was discontinued after three months. This school was closed in June, 1926, and with Lay Hill and Aspen combined to populate the new six-room Glenmont School. Aspen was built in 1901 to take the place of an old building whose beginning is lost in the records. It was usually known as Dwyer's School before this building, 22 feet by 30 feet in size, was erected. As soon as consolidated it was sold for $800. Lay Hill, the original spelling, seems to have begun under the 1839 law. In 1866, the Trustees of Lay Hill Academy transferred the property at no cost to the new Board of School Commissioners. A new house was built in 1890 at a cost of $450, being 22 feet by 36 feet in size. New furniture added $50 to the cost. It had a succession of most capable teachers, many of long tenure there. As early as 1902 the teacher was one of the few offering Manual Training in his curriculum. The community was split in 1924; and rival factions presented petitions to the Board, one wanting the school retained and one wanting consolidation, with the latter carrying the day. The property was sold for $800 even though the Board could not show a clear title.

Brighton Colored School burned out twice. In 1915 a nearby hall was rented. When this burned two years later, material from the old Kensington building was hauled here and erected. The school site is shown in the 1878 Hopkins Atlas on a lot behind the houses on the east side of the road through a village designated as Brighton P.O. This was about one and one-half miles from the white school called Brighton and in the direction of Ashton. The insurance policy of 1883 described the school as about 15 years old, 24 feet by 41 feet in size and having four rooms. The original school was located here with support of the Society of Friends and very probably was the second colored school in the county, but records cannot be found to substantiate this. Board Minutes are confusing in regard to Brighton Colored School. In September, 1932, the school was closed with transportation provided to Sandy Spring Colored; and in September, 1933, the abandoned school was ordered sold. Again, in April, 1935, it was directed to be sold. In August, 1937, the Minutes record its closing; and two months later it was ordered sold at auction. In December, 1937, the Minutes record the sale to William J. Hines for $75.

Wayside School gets but little notice in the Minutes. An insurance policy of 1883 describes it as twelve years old, 36 feet by 30 feet in size, located three miles from Rockville on Falls Road. The 1901 insurance describes it as 24 feet by 32 feet, but no Minutes were found to denote a new house. The school was closed in September, 1917, and sold in January, 1919, for $425. The new Wayside School on Glen Road is a namesake.

Redland School was moved into a reconstructed former church building in 1920. The previous year a delegation had requested a new school to be built on Fraley's farm between Redland and Olney, but the Board decided to rebuild Redland instead at a cost of $3,150. There had been a school at Redland under the law of 1839. It was transferred to the County Board in 1861. It was listed in the 1868 report as Muncaster's School with 31 pupils. The abandoned property in 1921 reverted to Wm. E. Muncaster as the heir of Edwin M. Muncaster, the original grantor. Redland School closed in 1945 with pupils transported to Rockville and Gaithersburg. The site and building were sold at auction in 1946 for $2,850. The new Redland Junior High School is a namesake, and there is a projected new Muncaster Junior High School.

Woodfield School had a new building in 1920. The earliest school near here was known as Duvall's and stood east of the intersection of Sweepstakes Road and Woodfield Road. While the county operated Duvall's School, it never had title to it and in 1885 turned it back to J. G. Duvall when a new house was constructed on what is currently the site of Woodfield School. An undated penciled notation on the 1884 insurance policy shows the payment of $341.75 on the building and $19.75 for furniture for damage by fire. The 1920 site was new at the corner of Woodfield School Road, the former site being sold for $500 in 1922. In 1928 a second room was added to Woodfield School in preference to an earlier request of patrons to transport upper grade students to Damascus. In 1935 Woodfield was consolidated into Damascus as the improved road of 1929 had caused the gradual decrease in enrollment. The building was torn down and materials salvaged for repairs on other schools. The sale of the site in 1937 brought a bid of $254, and $250 was turned over to be distributed among contributors to the fund for purchase of the site when it was first obtained. The present Woodfield School was opened new in November, 1963, as a relief for overcrowded Damascus Elementary School.

The Minutes of May 10, 1921, listed these schools in the several election districts:

1. Laytonsville, Unity, Etchison, Redland, Snouffer.
2. Cedar Grove, Hyattstown, Clarksburg, Boyds, Slidell, Kingsley, Burdette, Lewisdale, Germantown.
3. Poolesville, Sugarland, Elmer, Martinsburg, Dawsonville.
4. Rockville, Bailey, Montrose, Avery, Derwood, Garrett Park.
5. Colesville, White Oak, Burtonsville, Ednor, Fairland.
6. Darnestown, Travilah, Old Germantown, Seneca, Quince Orchard.
7. Bethesda, Glen Echo, Chevy Chase.
8. Sandy Spring, Oakdale, Brookeville, Olney, Brighton.
9. Gaithersburg, Middlebrooke, Oakmont.
10. Potomac.
11. Barnesville, Comus, Dickerson, Buck Lodge.
12. Damascus, Clagettsville, King's Valley, Woodfield, Mt. Lebanon, Cedar Heights, Browningsville.
13. Kensington, Woodside, Blairs, Wheaton, Dwyer, Lay Hill, Takoma Park.

Colored Schools

1. Laytonsville, Unity, Etchison.
2. Clarksburg, Hyattstown.
3. Sugarland, Martinsburg, Poolesville.
4. Rockville, Scotland.
5. Burnt Mills, Spencerville.
6. Seneca, Germantown, Quince Orchard, Travilah.
7. River Road.
8. Sharp Street, Norbeck, Grifton, Brighton.
9. Washington Grove, Cloppers, Stewardtown.

10. Cabin John.
11. Selman, Boyds, Old Union.
12. Damascus, Purdum.
13. Linden, Wheaton, Kengar.

TRANSPORTATION OF PUPILS

The first mention in the Minutes of transportation of pupils at Board expense occurs on September 20, 1910, when Beallsville was closed as a one-room school and transportation provided to Poolesville. The Poolesville correspondent of the *Sentinel* noted the change:

> At a recent meeting of the School Board the Poolesville Grammar School was changed to the Poolesville High School, and the Beallsville School consolidated with it. Every day 'The High School Van' brings about 20 to 25 scholars, and the school here is rapidly growing in numbers.

In July, 1911, the Board considered closing Grifton School, on the road from Laytonsville to Unity, and Brighton, with transportation to be provided in each case. In March, 1912, the few patrons of the closed Old Union requested that transportation be provided to Poolesville. In June, 1912, Laytonsville sent in a delegation asking for the establishment of a high school there with the concurrent closing of Goshen and Claysville and the transportation of those pupils. This proposal was adopted by the Board in July and an eighth grade added to Laytonsville. Under the State Board rules then in effect, any school with two grades above the sixth was considered a high school.

A different approach to pupil transportation was tried in October, 1912, when the Board agreed to allow pupils four cents daily from Friendship Heights to attend Bethesda and Chevy Chase as a part payment of fares on the trolley cars. In December the Board declined to act on a request to transport high school pupils from Bethesda to Rockville since the trolley was readily available. The fiscal year 1914 financial statement shows an item "Transportation (pupils), $1,549.94."

The consolidation accompanying the erection of a new building at Potomac brought transportation to that area. The *Sentinel* reported on October 16, 1914, that "two wagons that are to be used in conveying children to and from the Potomac High School arrived here by freight Tuesday last." In July, 1916, the Board requested the superintendent to study school transportation and give it his recommendations. This resulted in several contracts with drivers for the 1916-17 school year. At Laytonsville, Robert Nelson drove a route for $11.25 per week. At Poolesville, Martin Wise drove a route on the unsurfaced Ridge and Cattail Roads for $12.50; and T. L. Grubb drove on the hard road from the far side of Beallsville for $11.25. At Potomac, John W. Lynch drove two routes for $27.50; and Robert Hunter took one at $12.50. At Chevy Chase, Cyrus Keiser, Jr., drove an auto from Friendship for $12.50 per week.

On June 26, 1917, a Board resolution on high schools included:

> Be it resolved, further, that the money allowed for instruction in the central graded school may be used for transportation of the pupils to an accredited high school, when the pupils can be accommodated and the Board in its discretion shall approve such transportation; provided, that the cost shall not be prohibitive; that the transportation is first extended to pupils eligible to take the units abandoned in the local school; and that it include in no instance pupils within three miles of an accredited schools.

On February 5, 1918, the Minutes note the discontinuance of the wagon from Friendship to Chevy Chase and that pupils were to be furnished with car tickets. The same date, for $20 a week, a wagon with a driver was hired to haul pupils of fifth grade and up from Poole's Tract and Barnesville to Halsted. In April, the route from Barnesville was abandoned as impractical. Anyone who lived along this road, as the author then did, knows that "impractical" is an euphemism for deep mud much of the year.

In July, 1918, the Minutes record established route for pupil transportation as:

Laytonsville
Beane
Poolesville, one wagon
Potomac, automobile continue on to Rockville, and a wagon
Dickerson, wagon to Halsted

An attempt to close and consolidate Travilah in 1919 failed because transportation could not be worked out.

The bus routes listed for 1919 were:

Great Falls to Potomac and Rockville
Creamer's Cross Roads to Potomac
Judge Chambers to Poolesville
Grifton to Laytonsville
White farm gate by back road to Poolesville
Derwood to Rockville

The approved routes for 1920 were:

Two routes at Laytonsville
One at Kensington
Two at Potomac
Two at Poolesville

The fiscal year 1920 financial report shows pupil transportation costs of $10,147.42. This increasing cost and the long rides involved on some routes caused frequent complaints to the Board and letters to the editor. Pupil transportation in Montgomery County could illustrate the interlocking of the various phases of school operation and improvement. To achieve better curricula, consolidation of schools was needed. For this, both better roads and faster and more comfortable vehicles had to be devised. To overcome the complaints of pupils being kept from home too long, labor saving gadgets had to be invented to preclude the need for child labor. This chain could be extended into a very tangled web. By 1921, pupil transportation was accepted by only very hopeful and forward-looking educators and by a minority of the general population.

A ride on one of the wagons then in use would have to be experienced to begin to understand the problem. They were horse-drawn. On the hard road from Beallsville to Poolesville, two horses sufficed in the morning; for that was a downhill haul while loaded, but four horses were used in the afternoon to pull the loaded van up the hill. The Cattail Road van used four horses both ways and often when stuck in the deep mud, all pupils had to debark in the hope that the bus could be moved on. The pupils sat on fixed benches which ran lengthwise of the van. Of course no artificial heating was available unless pupils carried their own wrapped hot bricks. The author remembers a few dozen of these bricks stacked on the grill in the floor over the basement furnace of Poolesville High School. The van the author knew had no window panes; but a heavy curtain could be used to cover the openings against wind, rain, or snow. The author never rode on this bus but usually passed it as he walked to school.

But progress was being made in extending public transportation as can be shown if a look is taken at the approved routes for September, 1925:

1. District Line to Cropley via Potomac to Rockville.
2. Great Falls via Potomac to Rockville.
3. Glen Echo school at Wilson Lane and Conduit Road via Wilson Lane and then to Leland Station to Bethesda; and Beane to Bethesda.
4. Fisher's Farm to Jones Corner to Martinsburg to Poolesville.
5. Barnesville to Poolesville; and Seneca Road and Dawsonville to Poolesville.
6. Beallsville to Buck Lodge Road and return via Beallsville to Poolesville.
7. Wire's gate to Hyattstown from completed road, to Gaithersburg and Rockville.
8. Travilah to Rockville.
9. Unity via Brighton and Brookeville and Olney to Sandy Spring.
10. Burtonsville to Fairland and Colesville via White Oak to Fairland.
11. Lay Hill and Wheaton, Glenmont and Norbeck to Rockville.
12. Darnestown to Gaithersburg.
13. Laytonsville via Redland and Old Cashell Farm to Gaithersburg.
14. Middlebrooke to Cedar Grove and return to Gaithersburg and Rockville.
15. Damascus routes to be established.
16. Regular wagon routes connected with high school.

Note: These routes are subject to changes when found necessary in [the] service [of] economy.

How many of these routes were motorized is not shown anywhere in the Minutes; but on August 8, 1922, the Board had accepted the proposal of Reed Brothers to sell and service three Graham Brothers School Busses (capacity 40 children) with Dodge Brothers power plants for $6,000. Estimated service cost was $331.35 for a season running of 7,000 miles.

SOME THINGS NEVER CHANGE

Some interesting items from the Minutes are included here to show that some things in the system are not too new and that some unusual events crop up now and then:

August 28, 1906, the first typewritten Minutes in the books.

November 24, 1906, a Mimeograph was purchased for the use of the Board office. (The beginning of the paper flood?)

November 12, 1907, "The Superintendent must classify certificates not on grading obtained in examination but on observation of the teacher in the school room. Normal school graduates are to be considered first grade first class teachers after nine months teaching experience."

June 6, 1908, the Board decided to secure the new state appropriation of $1,000 for a Commercial Course.

September 15, 1908, "Movable doors between classrooms at Darnestown High School."

October 7, 1908, any qualified public school pupil under 21 is eligible to take the Commercial Course, but any over 21 may enroll at a cost of $5 per quarter.

September 21, 1909, "Teachers required to give a monthly inspection of text-books in their respective schools."

October 26, 1909, the Board refused to appropriate $150 for equipment for Rockville High Cadets.

May 24, 1910, teachers have petitioned the County Commissioners for a levy to allow them a 10 per cent increase in salaries. The School Commissioners take no action as "feeling it was not in its jurisdiction."

October 18, 1910, "The Board holding that a pupil has the right to select any High School in the County prior to the commencement of school, but once having started to the High School they desire to attend, they change only by the consent of the Superintendent."

November 22, 1910, an Agriculture Department is to be established by January 1 at Brookeville and Sherwood.

January 24, 1911, summer school allowance for teachers reduced to $25 but offered to 20 teachers instead of 10.

May 16, 1911, the Board requested Johns Hopkins University to modify its summer course to give greater benefit for more teachers.

June 17, 1913, due to shortage of funds there will be no summer school aid and only two delegates to the State Teachers' Association.

September 23, 1913, the Board appropriated $5 for each teacher of primary grades to buy busy work materials.

May 19, 1914, the Board approved $15 to buy a lawn mower for Rockville High School.

September 2, 1914, funds were apportioned for janitor services; twelve two-room schools at $3 each, 42 one-room schools at $1.50, others up to $30 at Rockville, all figures per month.

October 20, 1914, the Board decided to retain the old school lot at Rockville as a permanent school playground. This was the lot where the parking building has been erected at the rear of the County Office Building.

December 29, 1914, approved an Examination Board of the superintendent and three teachers to provide questions for uniform tests for high school work, and another board of the superintendent and ten teachers for the elementary and primary work.

March 1915, appropriated $150 to cooperate in securing a woman agent for canning demonstration work in the county.

July 24, 1915, the superintendent was ordered to effectuate the new compulsory school attendance law.

August 30, 1915, appointed Peyton Whalen, sheriff of Montgomery County, as attendance officer.

October 19, 1915, appropriated $800 to pay the costs of having the County Health Officer examine pupils.

November 23, 1915, "Superintendent authorized to group teachers of like position in the schools and require them to come together for a conference once or twice a year for the purpose of supervising and directing their work and to bring the teachers into closer social relations with each other; also that the teachers be required to do a certain and specific amount of reading circle work upon which a report shall be made and to report such other work accomplished for their self-improvement professionally."

March 7, 1916, the newly-elected sheriff, Frank Gaither, named attendance officer.

March 7, 1916, patrons were encouraged to visit the schools but not to interrupt the teacher's work.

April 11, 1916, high school entrance examinations were established.

June 20, 1916, the Trustees of Rockville High School requested that a Teachers' Training Course be established there.

June 20, 1916, Edwin W. Broome allowed the $25 summer school fee the same as teachers.

July 11, 1916, appointed Miss Mary Magruder attendance officer at $600 per annum plus $200 for expenses.

August 15, 1916, appointed Rose T. Coursey of Centerville, Maryland, primary supervisor at a salary of $1,400 plus $200 expenses.

November 28, 1916, all teachers were ordered to take a leading part in the Montgomery County Federation of Home and School Associations.

May 8, 1917, appointed A. D. Owens supervisor of colored schools.

May 8, 1917, received approval of the State Board to carry high school grades supported entirely by the county in schools other than approved high schools.

September 26, 1917, purchased an automobile for the use of Misses Gray and Magruder, cost not to exceed $500.

August 18, 1917, the Board moved its offices from the Court House building to one room of the Rockville High School, spending $318 to fit up the space.

November 7, 1917, for attendance at the State Teachers' Association meeting, $8 plus salary allowed each teacher, others who did not attend to keep school in session; the meetings on Monday, Tuesday, and Wednesday of Thanksgiving week.

February 5, 1918, applied for state aid under the Smith-Hughes Act for Sherwood and Gaithersburg.

July 16, 1918, "The Board granted the request of Mr. Benson to use a room for instruction in the Rockville school during vacation. The Board also gave permission to use the Gaithersburg building for a class in physical education during vacation."

August 20, 1918, the county-owned automobile is to be sold.

September 17, 1918, Miss Mary Lou Gray resigned as supervisor.

October 8, 1918, Miss Selma Borchardt appointed supervisor.

October 8, 1918, "The Superintendent was authorized to establish a course for the teachers without adequate professional training, to meet at Rockville on Saturday morning. One-half of the expenses of teachers attending the course was authorized to be paid by the County."

November 12, 1918, Miss Margaret Brooke appointed attendance officer for November in the absence of Miss Magruder.

January 14, 1919, Vocational Agriculture begun at Poolesville and Gaithersburg.

April 8, 1919, request from Carroll County Board of Education to establish a four-county parental school at Mt. Airy.

April 8, 1919, request from Montgomery County teachers to establish a teacherage at Rockville.

May 27, 1919, teachers allowed $40 for summer school attendance to be paid on September check. Colored teachers allowed $15.

June 24, 1919, salary scale: Elementary, $475 to $800; High Schools, $825 to $1,800 including principals; Elementary principals, $800 to $1,120; Colored, $330 to $470; All plus $2.50 monthly if classified "first class."

August 14, 1919, Miss Nettie Brogdon appointed supervisor at $1,500 per year.

November 11, 1919, evening classes permitted at Burtonsville under a Community organization.

April 13, 1920, "That all campaigns to raise money for outside purposes be prohibited from the schools, unless first approved by the Board of Education."

May 10, 1920, staff appointed: Miss Nettie Brogdon, rural supervisor; Mrs. Ethel Jacobs, clerk; Miss Eilleen Davis, attendance officer; Mr. A. D. Owens, colored supervisor.

October 12, 1920, "The proposed University Extension Course for teachers consisting of 30 lectures on Friday afternoons from 4-6 was discussed and approved by the Board. The Board further decided to pay the tuition, for teachers securing credit for work, in the first salary check in September next."

November 9, 1920, the Board refused to pay tuition for pupils attending Mt. Airy High School since instruction is being offered in the county."

March 8, 1921, "The Extension Course from the Normal School to meet at Gaithersburg on Saturday mornings was approved by the Board."

March 8, 1921, a charge of one dollar to be made to any organization for the use of a school with electric lights.

SENTINEL SCHOOL NEWS COVERAGE

The *Montgomery County Sentinel* gave much coverage to school news throughout this period. Some items seem worth jotting down here for the curious:

> December 14, 1906, "Sherwood High School, near Sandy Spring, which was some time ago closed because of an epidemic of measles and tonsilitis, has been re-opened. It is stated that about fifty of the scholars of the institution suffered from one or the other of the diseases."
>
> May 31, 1907, an Association of Trustees was formed to "promote the interest of public education in Montgomery County along progressive lines, to conserve the funds of said county apportionable to said cause as far as may be practicable, to preserve the public school property, to protect the health of scholars, and generally to stimulate and foster an effective and economic administration of public school affairs."
>
> October 11, 1907, "The Commissioners decided to furnish the schools with penholders, pen points and ink as they can purchase such supplies at very reasonable prices, which cannot be done by the individual teachers."
>
> December 7, 1907, an advertisement, "Special to S. S. and Public School Teachers.——We would like to co-operate with you this year, also in the future, in your gifts of candies for your pupils, and will therefore fill all orders for the holidays received up to December 1 at a trifle over cost. Candy boxes at cost. . . . REISINGER'S."
>
> October 2, 1908, a business school opened in Rockville:
>
>> The School Commissioners of the county have opened the Business School in the Rockville High School building. This school was provided for at the last General Assembly and the State makes an appropriation of $1,000 with which to defray the expenses of the same.
>>
>> One of the large basement rooms has been fitted up and equipped for a modern business course. The Commissioners have purchased a number of typewriters, business desks and the other supplies that go to make up the equipment of a good school of this kind.
>>
>> Prof. Neely Graham, a graduate of the West Chester Normal School and of the Wilmington Business College, has been appointed principal of the school and expects to develop a flourishing school.
>>
>> Any resident of the county under twenty-one years of age, who has completed the ninth grade work in the public schools or the equivalent in private institutions, are [sic] eligible to enter the school to take the business course, which covers a period of two years.
>>
>> The course is as follows: First year——English, bookkeeping, typewriting, stenography, commercial arithmetic, penmanship, spelling.
>>
>> Second Year——English, bookkeeping, stenography, typewriting, elements of commercial law, industrial history, commercial geography, general history and civics.
>>
>> From the above course of study it is readily seen that a graduate from this school is well fitted both for the mechanical and commercial side of a business life.

> The 'Touch System' of typewriting and the 'Pitmanic System' of stenography will be taught. These are the approved systems.
>
> It has been said that this course helps to make the 'High School the poor man's college,' and the people of the county should endeavor to patronize this school whenever practicable.
>
> The Board has not yet decided whether or not students over twenty-one years of age, who have the requisite educational qualifications, will be allowed to attend as pay students; but it is believed this privilege will be extended, and the tuition for each year fixed at $20, payable in quarterly installments of $5 each. Any one desiring further information on the subject should write Prof. Graham, who will gladly give the desired information.

June 4, 1909, "Miss Lucy Garrett, a teacher in the Rockville High School, has resigned her position. She has been teaching in the public schools of the county for 41 years."

September 17, 1909, "Proposed New School Law for Montgomery County":

> A special meeting of the Citizens' Association of Bethesda was held last Wednesday evening, when the special committee on amendment of the school law made its report.
>
> The proposed law, which was read by W. L. Chitty, Esq., a member of the committee, is made applicable to Montgomery County, and provides for the election of a non-partisan board of district trustees, which shall have local control of school matters within their respective districts, each election district constituting a school district; the employment of teachers, the supplying of school facilities, and funds for local school purposes; that the County School Board shall be composed of the chairman of the respective boards of district trustees, to which matters may be referred for final determination in case of disagreement of, or appeal from, the district trustees, and which shall elect the county superintendent of schools, who shall be secretary of the county board. All instructional matters, the arrangment of school curriculum, the qualifications of teachers and of the county superintendent are left as provided in the present law, with as little change as possible in all its features consistent with the local control of school matters in the county and respective school districts.
>
> The following resolutions, offered by Mr. S. W. Briggs, were unanimously adopted:
>
> WHEREAS, We believe that the present school laws of the State of Maryland are not framed in accordance with the principle of government by the people, and in that respect are detrimental to the cause of education, therefore be it
>
> *Resolved,* By the Citizens' Association of Bethesda, Maryland, we approve the draft of the amendment to the school laws of the State of Maryland, as applicable to Montgomery County, submitted by the special committee, Messrs. Ruebsam, Chitty and Caldwell, to whom the subject was referred, which provides for non-partisan selection and election of district and county school officers, who shall have local control of public schools and school funds.

Resolved, That we favor the enactment of such a measure by the State Legislature, and we urge our representatives to support the same.

Resolved, That the special committee be continued for the purpose of promoting the measure, and its presentation to the people of Montgomery County; and the committee is hereby authorized to have 500 copies of its report printed for distribution.

October 8, 1909:

Mr. Ruebsam, Chairman of the Special Committee on Amendment of the School Law, made report of progress,——that copies of the proposed law were being mailed to the officials and teachers of the schools in the different districts, and conferences with the candidates for legislative offices would be arranged for, if possible, and secure their support for the amendment, or, at least, secure an expression of opinion favorable or unfavorable thereto.

Mr. W. L. Chitty, Secretary of the Special Committee, made the following statement of the distinctive features of the proposed amendment to the School Law, which are changes from the present law:

1. A District Board of Trustees is provided for, which is elected directly by the people of the district, and is representative of each established school in the district.

2. Complete power in each board over school funds and property within the district; assessments for school purposes, and the employment and discharge of teachers; subject to the equalization of assessments and school facilities by the County Board.

3. A County Board which is representative of all districts, being constituted, *ex officio,* of the Presidents of the several District Boards.

4. Supervision and control, subject to the State Board, by such County Board of courses of study, of choice, purchase and distribution of text books, and of high schools, and qualifications of teachers, with equality of assessments, etc., as above stated.

5. The legal right of each child to receive and the legal duty of each District to furnish all needed school facilities for its proper education; a right and a duty which are enforceable by law, either by the County Board, or by the courts in last recourse.

6. Eligibility of women as School Trustees or as County Superintendent.

By the present law the single school power is in the County Board, appointed by the Governor, with no political accountability of such board to the public either of the county or of the district whose property they tax and over whose children they exercise their authority. They alone assess the property of the county, subject to a confirmation by the County Commissioners when over a certain limit, and distribute the proceeds in whatever part of the county they see fit. They appoint all assistant teachers and confirm appointments by District Boards of principal teachers, and discharge or may coerce the discharge of any teacher. They thus, in final analysis, control absolutely all school matters, without regard to the wishes of, and without responsibility to, the people of the county, and much less of the districts.

The proposed law differs from the present law in allowing the people of each district to choose their own school officials, who assess their property, to spend their school taxes within their own district, furnish their children the facilities needed, and choose their own teachers, with direct accountability for all their official acts to the people who elect them.

The present law fixing salaires is not affected; the District Board fixing such salaries only as are not specifically fixed by law. Their school taxes are spent at home, except where the County Board, acting as a representative legislative assembly, votes a general county tax to equalize school facilities.

Matters and courses of instruction are not affected; teachers being appointed only from those determined by the County Board to be legally qualified, and all instruction being, subject to the County Board, acting under the State Board and the general law.

While women may not vote, it is believed, without a constitutional amendment, they may at least, by legislative authority, be eligible to hold office, as herein provided.

The measure sets forth no new, novel or untried scheme. The laws of all the forty-six states have been examined. Of these thirty-seven now elect, by direct vote, the local District Boards. In four others, such boards are appointed by elected county representatives---either a County Board, as in Florida and West Virginia, or a County Superintendent, as in Alabama, or a County Board elected by the Grand Jury, as in Georgia; thus making forty-one States in which the local District Boards are elective directly or through elect county representatives---distinctly 'home rule.'

In marked contrast are the five remaining States, North and South Carolina, Louisiana, Virginia and Maryland. In all these the local boards receive appointment from a county board appointed by some general State authority,---the Governor, or the State Board, in part *ex officio* and in part appointive, or the General Assembly, as in North Carolina.

As to county school officials, thirty-six States elect either a County Board, or a County Superintendent, or both; three States partly elect and partly appoint such officials, and seven states appoint them wholly, by some State official,---Governor, State Board, or State Superintendent.

On motion it was agreed that an adjourned meeting should be held at the call of the president, to hear the report of the special committee as to the stand taken by the candidates respecting the proposed amendment to the school law, so that the members may be advised in that regard before the election in November.

[Signed]
S. W. Briggs,
Chairman Press Committee

January 10, 1910, death of William Henry Mannakee, former member of the Board of County School Commissioners.

November 17, 1911, death of John Hanson Gassaway, former member of the Board of County School Commissioners.

November 24, 1911, "Governor-elect Goldsborough is reported to have determined to appoint women to the school boards of the State."

February 16, 1912, "Attorney-General Poe has given the Governor an opinion to the effect that the laws of Maryland forbid the appointment of women to be members of the school boards in the counties."

February 23, 1912:

> State-wide compulsory education for the children of Maryland is provided in the compulsory education bill which passed the final reading in the House last Friday. The measure went to the Senate Monday evening, where it is expected that it will pass without alteration. The passage of this law will bring Maryland in the class of all but four States of the Union that have such a statute. The measure is similar to the law in force in Baltimore city. As extended to the counties, it has met all objections by a provision making its enforcement optional with the county school boards, thus giving to the more progressive counties authority to build up effective school systems without affecting those counties that feel that they are not yet ready for it. The bill also provides for only four months of consecutive attendance of children between the ages of 8 and 14 years, and authority is given the county school boards to so arrange the period that it will not interfere with the work of the canners, farmers, or those engaged in any industry in which the service of children may be required.

November 1, 1918, "A movement has been started by Montgomery County Medical Society for shorter hours in the public schools of this county. At a recent meeting of the society at Olney, Dr. William L. Lewis, of Kensington, offered a resolution favoring the closing of the schools at 3 o'clock, and a committee was named to give the proposition consideration and report at the next meeting of the society. At least two of the School Commissioners—–Dr. Ryan Devereux and Columbus W. Day—–are known to favor a shorter day."

December 6, 1912, "Longer study hours and shorter vacations for school children are recommended by President Flavel S. Luther, of Trinity College. In an address before the Massachusetts State Teachers' Association he said: 'The public is an "easy mark" because school teachers have convinced them that the schools are giving all they ought to in education. Let's teach more than twenty-five hours a week. Let's have our schools going a larger part of the year. Let's make children take school life more seriously than we have formerly. Let's be a little more in earnest. It is preposterous that we take so much vacation.'"

November 7, 1913, death of Cooke D. Luckett, former School Examiner, principal of the Rockville Academy and principal of the Rockville High School, "highly esteemed by the citizens of this town and was considered one of the finest educators the county ever had."

January 30, 1914, death of Edmund L. Amiss, teacher for about 30 years, "most of the time as principal of the schools of Gaithersburg and Middlebrook."

March 13, 1914, death of Prof. Thomas Story, principal of Barnesville School for 19 consecutive years.

April 10, 1914, Report of the Grand Jury:

> We charge the County Commissioners with violating the law in advancing money to the School Board.
>
> We have summoned each member of the School Board and have obtained views of others on the present management of the schools. We find that the School Board violated the law in creating an indebtedness of seventy-one thousand five hundred dollars. We believe there has been some extravagance. We also summoned the ex-superintendent and find from his report that there had been spent for furniture from 1906 to 1913 over ten thousand dollars and for school books for the same period seven thousand four hundred and twenty-seven dollars. This is in addition to all other furniture and books held by the schools. We think that a more conservative course should have been pursued when such a large indebtedness had already been made. It is claimed by the School Board that their action had been a necessity to continue the schools the full term. Should the schools have been closed before the school year ending they would have forfeited a large amount from the State.
>
> We condemn the School Board for this indebtedness, not only as it is in violation of the law, but the precedent it makes to other officials in Montgomery County. We recommend a strong penalty added to the school law of Montgomery County for any violations thereof.
>
> [Signed]
> Thomas B. Brookes,
> Foreman

April 16, 1915, "At a conference here of representatives of the United States Department of Agriculture, the Maryland Agricultural College and the Board of County School Commissioners, Miss Isabel Kingdon, of this town, was selected as county agent to conduct demonstrations in the schools, clubs, and homes of the county in domestic science extension work. Preparatory to beginning the work, she will take a special course at the Maryland Agricultural College."

August 13, 1915, "Community Fairs, under the auspices of the United States Department of Agriculture, will be held in the public school buildings at Clarksburg and Potomac on Saturday, August 21, and Monday, August 23, respectively. It is hoped that many persons in and around these towns will bring exhibits in farm and garden products, domestic manufactures, flowers, dairy products, works of art, historical relics, jellies, preserves, etc. Ribbons will be awarded."

October 29, 1915:

> According to reports from the public school teachers of the county, about 300 children between the ages of 8 and 13 years are being kept away from school in violation of the

> compulsory attendance law of the State, which requires that all children between the ages mentioned attend school at least 100 consecutive days during the school session. In keeping with their decision to strictly enforce the attendance law, the School Commissioners have requested the parents or guardians of these children to assign reasons, if any exist, why the law should not be enforced in their cases. All cases in which the replies are not satisfactory will be called to the attention of the sheriff, who is the truant officer, with a request that he act in accordance with the law. Of the 300 children not attending, 100 are white and 200 black.

May 19, 1916, death of Brainard H. Warner, donor of prizes for the county oratorical contests.

May 26, 1916, W. B. Burdette, elected mayor of Rockville, resigned rather than give up as county superintendent of schools when legal advice was received to that effect.

December 8, 1916:

> The County Board of Education has unanimously elected Willis B. Burdette county superintendent of schools, thereby ending a deadlock which had existed several months. Since the first of May the Board has been evenly divided politically, three members being Democrats and three Republicans. Several efforts to choose a successor to Mr. Burdette resulted in tie votes, Mr. Burdette receiving the votes of the Republican members of the board and Edwin W. Broome, assistant county superintendent, the support of the Democratic members. Under the law unanimous action of the board was the result of an agreement whereby Mr. Burdette will resign the 1st of next August. Mr. Broome will continue as assistant superintendent.

April 13, 1917, "The State Board of Education has recommended that some exercise be adopted in connection with the opening of the daily sessions of the public schools to promote patriotism, such as saluting the flag, singing the national hymn, or other features designed to keep before the children their duty to their country."

March 5, 1918, death of Rev. Samuel R. White, former superintendent of schools, "he introduced progressive methods, praticed admirable economy and looked after the teachers and children with a single purpose—successful advancement."

October 4, 1918, "Miss Borchardt, of Washington, D.C., formerly in charge of the teacher training class at the Rockville High School here, has been appointed supervisor of one-room schools of the county in place of Miss Gray, resigned."

October 1, 1920, "Mr. Earle B. Wood, of Boyds, who served four terms as County Superintendent of Schools for this county, has recently been made Special Assistant to the Attorney General of the United States. Mr. Wood as a Special Agent of the Bureau of Investigation, Department of Justice, has served as a chief of division of that department with marked success for the past two years. This promotion comes to him as a recognition of his ability and is well merited.

November 19, 1920, "The soccer teams of Rockville and Gaithersburg High Schools are having a hard time deciding which is the better team, and therefore entitled to the high school soccer championship of the county. In an effort to decide the question the teams have played three games, each resulting in a tie. The first game was played at Washington (Grove), the score being 1 to 1. The score of the second game, played at Rockville, was 2 to 2. In the third game, played at Washington

Grove, neither team was able to score. They will play again this week. The winner of the county championship is eligible to compete for the State championship."

November 26, 1920, "The soccer team of the Rockville High School won the high school championship of this county at the Fair Grounds here last Friday when it defeated the team representing Gaithersburg High School by a score of 1 to 0."

STATE LAW OF 1916 BROUGHT CHANGES

Major changes in the educational system of the state, affecting all counties, were brought about as the legislature acted upon the results of the survey by the General Education Board. Dr. Abraham Flexner's book-length report is still a reference in education courses in many colleges. The 1916 session of the General Assembly enacted these changes:

1. Authority to initiate the selection of a principal teacher was transferred from the local board of trustees to the superintendent.
2. A superintendent must be a professionally trained man.
3. The county board's duties were made purely legislative.
4. The superintendent became executive in authority under the board.
5. A biennial school census was required in each county.
6. New bookkeeping procedures were instituted—"The county board of education, each year, beginnning with the year 1916, shall prepare, subject to the rules and regulations of the State Board of Education and on and with the advice of the county superintendent, an itemized and detailed school budget, showing the amount of money neded for permenent [sic] improvements and repairs, and for current repairs, furniture for old buildings, maintenance and support of the schools during the succeeding school year, also the estimated total amount that will be received from the State, which shall be used for paying teachers' salaries and purchasing textbooks, materials of instruction and school supplies; and finally the amount that will be needed to be raised by the county."
7. The county board of education shall purchase and distribute, on the written recommendation of the county superintendent, textbooks, supplementary readers, materials of instruction, stationery and school supplies, school furniture, equipment and apparatus needed by the schools under their jurisdiction."
8. The superintendent had to devote full time to the job.
9. The superintendent was to receive at least $1,800 annual salary, and the State would pay half of this up to a maximum salary of $3,000.
10. "No contract entered into by the county board of education shall be valid without the written approval of the county superintendent of schools."
11. The superintendent was to nominate, for appointment by the county board of education, all principals and assistant teachers, assign them to their positions in the schools, transfer them as

the needs of the schools required, recommend them for promotion, suspend them for cause, and recommend them for dismissal.

12. The superintendent was to nominate for appointment by the county board all office assistants who must devote full time to their jobs.

13. In each county, there was to be at least one statistical clerk and one attendance officer, and in counties with at least one hundred teachers a specially trained supervisor. Within limits, the state was to pay one-half the salary of professional assistants.

14. State school aid was apportioned to the counties pro rata on the basis of two-thirds for population between the ages of 6 and 14, and one-third on the aggregate days attendance.

15. Each county was required to levy 34 cents on the $100 for school support, or up to 40 cents if requested by the county board of education. Above 40 cents the amount was to be under the control of the county commissioners.

16. School terms were fixed at a minimum of 180 days per year for white children and 140 for colored.

17. Compulsory school attendance was required:

    a. Ages 7 to 13 full time
    b. Ages 13 and 14 one hundred days per year if employed
    c. Ages 15 and 16 who have not completed elementary grades full time, or 100 days if employed

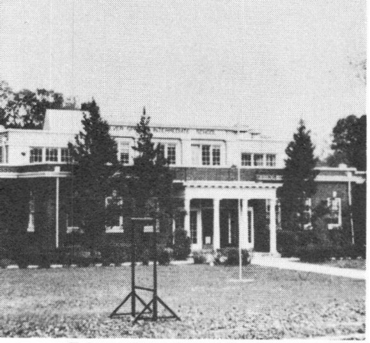
18. All teachers' certificates were to be issued by the state superintendent of schools.

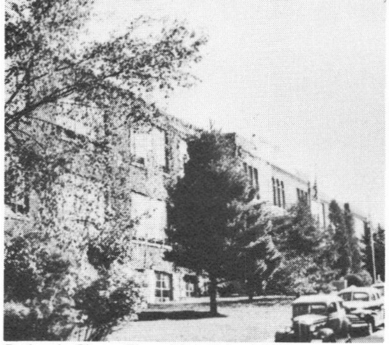
    a. Superintendent—–Standard college course, one year of graduate study in education, and two years successful teaching experience.
    b. Elementary Supervision—–Standard college including work in education and four years of successful teaching experience.
    c. High School Principals—–Standard college and one year of graduate work, or equivalent, and two years of successful teaching for first group high schools, but no teaching was required for the second group schools.
    d. High School Teachers in regular subjects—–Standard college with two years of work in each of two subjects for which certificates were to be issued and 200 recitation hours in education.
    e. High School Teachers in special subjects—–(not to be issued until 1919) Standard college, two years additional college work with one-third in academic subjects and two-thirds in special branches, including 200 recitation hours in education.
    f. Elementary Principals, required in all elementary schools with three or more teachers—–High school or equivalent, two years normal school or equivalent, and three years of successful teaching experience.
    g. Elementary Teachers first grade certificate—–High school or equivalent and two years normal school or equivalent.
    h. Elementary Teachers second grade certificate—–High School or equivalent, six weeks professional preparation in college of [sic] normal school.
    i. Elementary Teachers third grade certificate—–Six weeks professional preparation, an examination and 18 years of age.

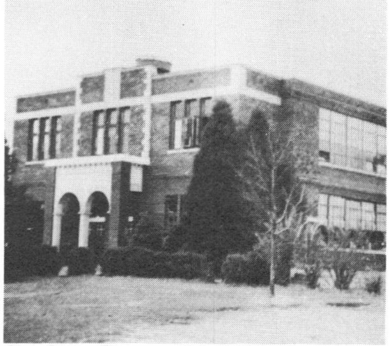
This examination covered Reading, Spelling, Penmanship, Arithmetic, Oral and Written English, Geography, History of the United States and Maryland, Community Civics, Hygiene and Sanitation, Elementary Agriculture, and the theory and practice of teaching. For the second grade examination for the equivalence of normal school, Music, Drawing, and Handwork were added to the above listing. "The thorough mastery of the subject as represented by any standard elementary school textbook should be sufficient to pass the examination in the different subjects. The questions for the next examination on the Theory and Practice of Teaching will be covered by such a book as Colgrove's 'The Teacher and the School.'"

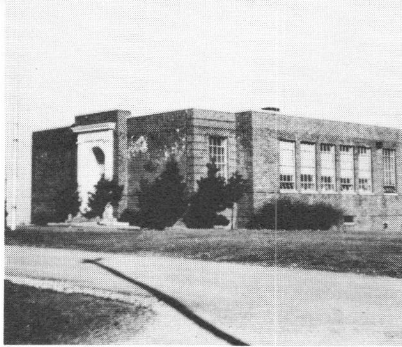
There was no change in the general plan of the state system, the colleges or high schools, minimum salaries, nor in total amount of the state appropriation for schools, except that the former donations to academies, dating back about one hundred years, were discontinued, much to the regret of the Rockville Academy trustees.

Superintendent Stephens wrote in his *Annual Report for 1916* that "one might naturally expect that any change which requires more from the teaching profession without increasing the minimum salaries required by the law would meet with some opposition from the teachers. But it must be said in behalf of the teachers of Maryland that they are meeting the responsibility with renewed zeal and interest, and as a whole rejoice in the opportunity for greater service."


Takoma-Silver Spring High School 1925 became Silver Spring Intermediate School in 1944


Bethesda-Chevy Chase High School 1926 became Leland Junior High School in 1936


Clara Barton Elementary School 1928


Damascus Elementary School 1935

Westbrook Elementary School 1939

Montgomery Junior College
Administration Building (at B-CC) 1946

1922
The Past Was Prologue
1965

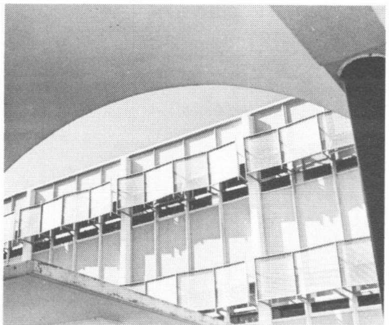
VII

Rollingwood Elementary School 1950

The number of schools in the county actually declined between 1922 and 1950 — from 105 to 60 — with the consolidation of many small schools. There was also much new construction during this era, especially after 1950. The dates shown here are when these schools opened.

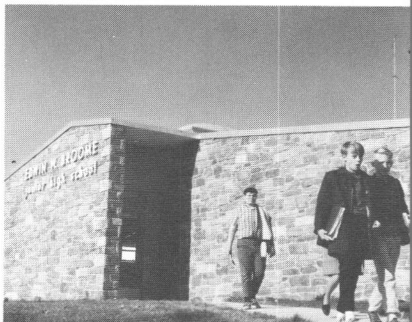
Bushey Drive Elementary School 1963

Walt Whitman High School 1962



Cedar Grove Elementary School 1960

Broome Junior High School 1957



CHAPTER VII. THE PAST WAS PROLOGUE 1922-1965

All the history that has been recounted heretofore shows the establishment of the base upon which the huge Montgomery County public school system was built. It grew steadily from the recovery after World War I until the slow-down during World War II, after which the great surge came. This growth can be shown by study of the tables in the appendix, from which a few highlights are extracted here:

	1922	1945	1965
Enrollment	6,781	17,310	106,924
Annual expenditures	$290,599	$2,437,771	$74,781,565
Capital outlay	$8,902	$260,541	$12,976,383
General control costs	$6,439	$44,632	$1,712,294
Teachers' salaries	$191,721	$1,212,625	$39,382,902
Number of schools	102	65	144
Number of teachers	191	565	4,781
Number of high schools	6	13	34
Number of high school pupils	491	3,565	43,467
Assessed evaluation of county property	$34,000,000	$182,000,000	$1,861,844,755
High school graduates	74	587	6,619

Two new Board members were appointed in 1922, and each had a lasting effect as they stood for consistent upgrading of the system. Dr. George L. Edmonds of Rockville remained on the Board for 11 years; while Thomas C. Darby made a record stay of 16 years, exceeding Dr. James E. Beets by 2 years. Mrs. Walter Perry became a member in 1924 for 7 years and Mrs. Julian Walters in 1925 for 11 years, along with William H. McCeney for 9 years. Julian Walser, the first woman to be president of the Board, served 11 years (1934-45) and Julius Stadler for 10 years. Several members served 7-year terms. The long tenure of these members, all appointed by the governor, seemed to have a stabilizing effect on the school system. Since they all worked to strengthen the public schools within the limit of the state and county ability to pay, steady progress was made with this support of the schools.

ELECTED SCHOOL BOARDS

When the county government was changed to a charter form in 1948, there soon arose a movement to further democratize by electing a school board. The rising Montgomery County Council of Parent-Teacher Association became the sounding board for this effort. They held a nominating convention in 1950 and submitted names to the governor from which he selected and appointed Mrs. Ben Baylor who took office on May 9, 1950. In 1951 another convention met at Leland in April. The County Council of PTAs, the American Association of University Women, the League of Women Voters, and the Negro PTA participated. Five names were submitted to Governor Theodore R. McKeldin. The Republican Central Committee submitted still another name. The governor surprised all nominators by naming Roy Tasco Davis, who had been president of the National Park Seminary at Forest Glen, a finishing school for girls, until the campus was taken over by the Army as an annex to Walter Reed Hospital during World War II. Many PTA workers were irritated with the adoption of Chapter 364 of House Bill 181 on April 13, 1951:

> Section 1.7C (a) After January 1, 1952,* the County Board of Education of Montgomery County, shall be composed of seven members, qualified voters of Montgomery County who shall be chosen as follows: One from each of the five council districts and two at large, and who shall serve as hereinafter provided in this section, provided, however, that the offices now

---

*"Interpretation of the Bill in its entirety indicates that this date should be January 1, 1953."—*State Department of Education Annual Report.*

held by the members of the Board of Education on the effective date of this Act are abolished and the incumbents exercising the functions and duties thereof on such date shall hold office under the provisions of this Act as interim incumbents of the office herein provided to serve for such terms as are hereinafter specified and until their respective successors shall have been elected and qualified.

(b) Nomination for membership on the County Board of Education of Montgomery County shall be by petition endorsed by a minimum of two hundred voters for the nominee from each council district, respectively, and five hundred voters of the County for the two nominees at large respectively. Each such petition shall . . . be filed with the Board of Election Supervisors of Montgomery County, sixty (60) days before the General election and except as otherwise in this section specified shall conform generally to the laws and requirements of Article 33 of the *Annotated Code of Maryland.* No person shall be certified as a candidate who is subject to the authority of the Board of Education. On the receipt of a valid nominating petition, said Board of Supervisors shall do such things as are necessary to provide for the election of the members of said Board of Education as in this section required, in conformity with the election laws contained in said Article 33, provided, however, that all voting for County Board of Education members shall be conducted on a non-partisan basis, and on a general county-wide ticket; no designation of party affiliation shall be placed upon any petition for nomination, nor upon any voting machine or paper ballot used at any said election. The candidate or candidates receiving the highest number or numbers of votes cast for the office of member of the County Board of Education shall be declared elected.

(c) Any vacancy on the said Board in an office filled by an interim incumbent or any elected member resulting from death, resignation, failure to qualify, or any other reason shall be filled by the selection by the remaining members of the Board of a duly qualified person to fill the vacancy. Any person so selected shall serve for the unexpired portion of the term or until his successor is elected and qualified.

(d) The Montgomery County Council may remove any member of the Board elected or serving under the provisions of this section for immorality, misconduct in office, incompetency, or willful neglect of duty, giving to him a copy of the charges against him and an opportunity of being publicly heard in person or by counsel in his own defence, upon not less than ten days notice.

If any member of the Board of Education shall be so removed, he shall have the right to a review by the Circuit Court for Montgomery County in a proceeding *de novo.** Upon the initiation of such proceedings for review in the Circuit Court, the County Council shall forthwith file in the office of the Clerk of the Circuit Court a complete statement of all charges made against such member together with a complete record of the proceedings.

(e) No member of said Board of Education shall receive compensation for his services, but shall receive an allowance of $300, annually or such larger sum for travel and other expenses as may be provided by the County Council of Montgomery County.

(f) The County Board of Education of Montgomery County shall perform the functions of County Boards of Education as provided by State law and shall have power to adopt by-laws

---

*Anew; afresh

> for regulation and administration of schools within the county not inconsistent with State Law; provided, however, that all action shall be accomplished after a public meeting, the formal record of which shall likewise be public. Nothing in this section shall be deemed to deny the power of the Board to meet and deliberate in executive session, provided, however, that all action of the Board together with the individual vote of each member shall be a matter of formal public record.
>
> Sec. 2. And be it further enacted, that before the provisions of this Act shall become effective, the County Council and the Board of Election Supervisors of Montgomery County shall submit the questions to the qualified voters of said County at a special election to be held in Montgomery County on the Tuesday after the first Monday in November, 1951. Except as otherwise provided herein, said referendum shall be governed and controlled by the provisions of Article 33 of the *Annotated Code* (1947 Supplement). The voting machine shall be suitably prepared for the submission of said question.
>
> Printed on the ballot labels shall appear the words 'For a Non-Partisan Elective School Board,' and 'Against a Non-Partisan Elective School Board,' with provision for the voter making a choice on said question. If a majority of the persons voting on said question shall vote 'For a Non-Partisan Elective School Board,' then this Act shall be immediately of full force and effect but if a majority of the persons voting shall vote 'Against a Non-Partisan Elective School Board,' then this Act shall be void and of no effect and no further action shall be taken thereunder.
>
> Sec. 3. And be it further enacted, that if a majority of the persons voting on said question shall have cast their votes 'For a Non-Partisan Elective School Board,' the members of the appointed School Board for Montgomery County shall hold office as interim members of the elected Board herein provided for the following terms: The members whose appointed term would have expired in May of 1952 shall serve until January 1, 1953; likewise the members whose appointive terms would have expired in 1953 and 1954 respectively shall serve until January 1, 1953; the remaining appointed members shall serve as interim incumbents until January 1, 1955. Nothing herein shall be construed as denying the eligibility of an interim incumbent to be a candidate for election under this Act. The County Council and the Board of Election Supervisors of Montgomery County shall provide for the election at the general election to be held in November 1952 of four members to the County Board of Education of Montgomery County who shall take office January 1, 1953, and serve for two years and until their successors are qualified as provided in Section 1 (b) hereof.
>
> At the general election of November 1954 seven members shall be elected to the Board of Education for Montgomery County as shall be the case at the general elections every four years thereafter.

The referendum was held as a special election in November, 1951, and resulted in a very light turnout of voters. The results follow:

For the elected school board	5,626
Against the elected school board	1,646
Total votes cast	7,272
Number of registered voters in 1951	59,404

Under the provisions of the law thus adopted, the three most recently appointed Board members---Davis, Stine, and Sandifer---were to hold over with four to be elected in November, 1952. By this time proponents of the law realized that there was no provision for assured overlap of terms of

Board members. Only by the chance of re-election could a complete turnover of all seven members be avoided. State Senator DeWitt Hyde immediately announced that he was studying a possible constitutional amendment to remedy this defect. He also promised to provide a primary election amendment to the law in order to weed out excessive candidates.

PTA groups organized themselves into a Citizens' Association for Public Schools to work in the upcoming election since the national PTA strictly forbade political activities by its member groups. CAPS, as it became designated immediately, held several organizational meetings; and Nathan R. Gilbert was chosen its president. The *Sentinel* editorialized on April 3, stressing that more up-county residents should take part in the proceedings. Twenty-one citizens were announced as planning to be candidates. Rose Dawson, clerk to the Board of Election Supervisors, caused a speed-up in the work of CAPS when she pointed out that the filing date of 60 days before election in the House Bill 181 of 1951 had been superseded by a statewide amendment to Section 130 of Article 33, *Laws of Maryland.* This required all filings of that year by July 28 in order to allow time for preparation and dissemination of absentee ballots.

CAPS established its list of desirable qualifications for Board candidates as:

1. General interest in and devotion to public education
2. Stated willingness and ability to be present at all regularly scheduled meetings of the Board of Education
3. Willingness to represent the entire county and not merely a geographic, racial, economic, or other segment
4. Willingness to refrain from any activity in any organized political party while on the Board of Education
5. Ability to work effectively with groups of people; to support board decisions even when adverse to personal opinions; to keep open mind; to be able to take adverse criticism

CAPS met at Richard Montgomery High School on June 19 to select its choices from among 15 candidates who were announced as ready to file. Of these, ten did complete the necessary filing. They were:

> Bryan Z. Kile, evaluations officer for Civil Aeronautics Administration, operator of a 210-acre stock farm at Laytonsville, active in PTA
>
> Walter H. McClenon, formerly attorney with the federal government; past president of the County Civic Federation; Takoma Park councilman; and chairman of the Appeal Tax Court of Montgomery County
>
> Willard G. McGraw, trust officer with the Union Trust Company of Washington, D.C., active in PTA
>
> William F. Bullis, principal, The Bullis School, farm supervisor
>
> Gladys G. Jenkins, housewife, writer, active in League of Women Voters and Mental Hygiene Society
>
> Marjorie McLeod Baylor, housewife, former teacher, active in civic groups, current member and president of the Board of Education

Webster Sewell, M.D., physician and surgeon, the first black man to be suggested for the Board of Education in this county

Harrison King, owner and operator of a 200-acre farm, active in farm groups and PTA

Leslie M. Abbe, U.S. Public Health Research Analyst on Hospital Programs, active in civic groups, charter movement, and PTA

Wylie W. Barrow, assistant treasurer, Washington Gas Light Company, active in civic groups, currently a member of the Board of Education

CAPS endorsed Abbe, Baylor, McGraw, and Sewell. They made much of the "first" election for Board of Education members in Montgomery County. No one seems to have pointed out to them that the county had elected a Board in 1870, but in 2 years changed to a Board to be appointed by the Judges of the Circuit Court, a system which survived for 14 years. Then from 1886 to 1952, Board members were appointed by the governor.

The electorate in November paid slight attention to CAPS recommendations; and the successful candidates were Baylor, Bullis, King, and Barrow. With about 800 absentee votes to be counted, the unofficial returns were:

Abbe	20,687
Barrow	23,703
Baylor	31,201
Bullis	24,722
Jenkins	20,551
Kile	13,926
King	21,031
McGlenon	14,290
McGraw	18,947
Sewell	16,587

For comparison the vote for Eisenhower was 46,917, for Stevenson 28,111, and for a third party runner 426; so it can be seen that relatively little interest was shown in the Board candidates listed at the bottom and far right of the long ballot.

The 1954 election first brought the liberal and conservative division of candidates. In October, an incumbent candidate, Mrs. Leila Edwards, charged that "mysterious forces" were trying to buy the election with one-sided propaganda designed to unseat her and Mr. Bullis. She said that organizations of an ultra left wing liberal group were trying to gain control of the Board. Lathrop Smith was running against Bullis and Mrs. Rose Kramer against Mrs. Edwards. Smith and Kramer joined forces in the campaign, and Edwards assailed this as a dangerous precedent in a nonpartisan election.

Two nonpartisan groups organized for the campaign. The Montgomery County Citizens' Committee for School Issues was chaired by John A. McIntire, a PTA leading light. A federation for Qualified School Board Nominees, under F. W. Browne as spokesman, made one statement and disbanded. It opposed nonpartisan school board elections but hinted that the present law should be obeyed. It deprecated the publication of the names of certain candidates on some political handouts.

Mrs. Edwards announced her platform: (1) the very best education possible, (2) more training in basic skills, (3) more teaching of patriotism and United States history, (4) more discipline, (5) more individualism in the schools, (6) better buildings at less cost, (7) increasing teachers' salaries, (8) A-B-C-D reports, (9) a school library of textbooks for public inspection, and (10) an adequate budget. Mrs. Kramer was quoted as being for immediate integration. All candidates were for reduction of school construction costs. Bullis claimed that his engineering training helped in getting better construction at less cost. King, Smith, and Scharf claimed that construction costs throughout the area were down by 8 per cent.

By the close of filing for election, King and McGraw were unopposed in the first and second districts; Bullis and Smith were opposed in the third district; Scharf was unopposed in the fourth; Kramer, Edwards, Jeanne Andersen, and Stanley M. Levy were running for the fifth district post; and Barrow, Wayne Birdsell, Helen Quayle, and Ruth C. Smith were trying for the two seats at large.

After the election, the *Sentinel* headlined "Edwards-Bullis Unit Beaten" and commented that the race had been full of bitterness but resulted in apparent victory of the liberals over the conservatives. The unofficial listing of returns showed:

Third District	Bullis	14,075
	Smith	19,925
Fifth District	Andersen	12,993
	Kramer	14,195
	Edwards	5,952
	Levy	2,204
At-Large	Barrow	20,682
	Birdsell	15,033
	Quayle	11,972

It was pointed out that at the same election in Montgomery County for governor, McKeldin won by 33,250 to 28,251 for "Curly" Byrd.

Two years later by September the candidate list was:

First District—King and Robert E. Morrow
Second District—McGraw
Third District—Glen J. Goldburn and William R. Thomas III
Fourth District—Scharf, Barrow, and George R. Moore
Fifth District—Kramer, Clarke L. Fauver, James I. Humphrey, and Richard K. Cook
At-Large—Paul C. Howard, Mrs. Harry B. (Anne) Orleans, Ralph D. Boyd, Harold L. Breimyer, and Mrs. Robert (Miriam) Sherwin

The early argument this time concerned candidates being required to pay the cost of publication of their petitions for nomination. Goldburn brought suit in the County Court arguing that the legislature did not have Montgomery County school board candidates in mind when it enacted the law. Hodge Smith, attorney for the election supervisors, had advised that the law applied. Judge John R. Reeves upheld this ruling, stating that the purpose of the advertising was to discourage the use of fake and fictitious names as the law did not require officials to check them. District candidates with 200 signatures paid $50 for the necessary advertisement, while at-large runners with 500 signatures were charged $150. Goldburn then withdrew and John E. Oxley filed for the place. The *Sentinel* for September 11, 1958, carried the advertisements of Oxley and Morrow. This provision of the law was repealed by the next legislature.

The *Sentinel* paid much attention to this campaign. On September 4, a column by Roger Farquhar stated:

> Interestingly the school board itself is a study in contrasts. On the extreme left (for want of a better term) are Rose C. Kramer and Lathrop E. Smith. Next is Helen Scharf with Willard McGraw, almost always by conviction, and Wayne Birdsell, often by chance, in the middle. Close to the extreme right is Harrison King and the end man (and proud of it) is Wylie W. Barrow, long-time school board member and arch-foe of non-3-r education.
>
> Still on trial during this election year will be the system itself. We are the only county in the State to have an elected school board. And there are many who say this is a mistake. Their principal argument seems to be that the so-called high-type of candidate will not submit to the hurly burly and rough and tumble of a political campaign. He prefers appointment. We have always thought this argument was a little foolish. If they are that 'high-type' and ivory tower-ish we would think it would be a fine idea for them to stay wrapped up in their intellectual cocoon, or self-imposed protective covering, and let the people who are not afraid to get out and do things run the system.

On September 18, under a banner, "Two 3rd District Foes Haven't Clashed Yet," the candidacies of Oxley and Morrow were constrasted. Oxley was quoted as weighing the issues before taking a stand. Morrow was shown as favoring more clear-cut and better supervised board policies: the evaluation and improvement of children's learning, less rigid personnel certification requirements, a critical look at the curriculum, a 12-month school term, special classes for advanced students, and complete integration rapidly in an orderly manner. On October 2, Oxley was reported as favoring drill to the utmost to equip pupils to pursue higher education in science, medicine, engineering, mathematics, mechanics, and chemistry. On September 25 with the headline "Rose Kramer Facing 3 Male Challengers," the photographs, biographies, and viewpoints of all four were carried. On October 9 a story headed "2 School Incumbents Are Slugging It Out" did the same for Barrow and Scharf. On October 23, an editorial, "Homework Needed," urged the electorate to study all candidates and their statements; an editorial by Farquhar questioned "Should We Elect or Appoint Them?" and favored electing them; the *Letters to the Editor* columns were filled with various views of citizens.

A committee of he Montgomery County Council of PTA's studied the voting records of the incumbent candidates and stirred up a hornet's nest. They published their results on September 25 showing that of more than 2,000 board decisions in the past two years 277 were by a split vote, and that on these occasions Barrow voted "yes" 163 times; Birdsell, 244; King, 91; Kramer, 247; McGraw, 236; Scharf, 241; and Smith, 234. They reported also that Barrow abstained 25 times and King 57. This caused the *Sentinel* to report a heated discussion at the MCCPTA meeting where the claim was made that the choice of votes to report had been deliberately chosen to embarrass Barrow and King. Pat Holt, president of MCCPTA, rejoined that if other votes had been used, the general picture would have been the same. Wick Byron authored a column in which he gave details on two unreported votes to prove the bias of the PTA.

By the close of filing time, 19 candidates were listed:

First District	King, Morrow
Second District	McGraw
Third District	Thomas, Oxley
Fourth District	Scharf, Barrow, Moore, Dr. Reuben E. Stone
Fifth District	Kramer, Humphrey, Fauver, Cook
At-Large	Howard, Orleans, Dale L. West, Sherwin, Boyd Breimyer

On October 9, the newspaper reported that the candidates were avoiding the formation of slates. Moore had offered to team with the moderate conservatives, King, Oxley, Humphrey, Boyd, and Breimyer but aroused no enthusiasm. Breimyer announced his opposition to slating. Humphrey wanted Barrow and Sherwin on a conservative slate. A liberal slate of Scharf, Kramer, Howard, Morrow, and Thomas was proposed. By October 23, the slating was formed up. The Non-Partisan Committee for Better Schools backed Morrow, Thomas, Scharf, Kramar, Howard, Barrow, Humphrey, Sherwin, and Boyd.

The NAACP published its rating of the candidates on October 23:

Pro-intergration—Thomas, Cook, Kramer, Howard, Orleans
Cautiously pro-integration—Morrow
For gradual integration—Scharf
Anti-integration—Oxley, Barrow, Stone, Fauvery, Humphrey
Apparently anti-integration—Sherwin, West
Segregationist—King

The Republicans, otherwise in the doldrums of a campaign, raised the issue of the constitutionality of the board election under the new law (Chapter 172, *Laws of Maryland,* 1957) which provided that three members of the board, from the second, fourth, and fifth districts were to be chosen in 1958 for two year terms. This law had been enacted to assure some overlapping of members' terms without depending on the possibility of some re-elections. Democrats countered by citing the precedent of the shortening of some County Commissioners' terms when the County Charter became effective ten years earlier. The *Sentinel* editorialized that the GOP charge was only a desperate attempt to grab headlines late in the campaign.

After the election, the banner headline was "School Liberals Win—Oxley is Lone Conservative to Win Place." The story was based on unofficial phone reports from the many precincts. It reported the relative ease with which Scharf had defeated Barrow, after the latter had chosen to contest her seat rather than continue as an at-large candidate. The editor pointed out the weak showing of Fauver and the strong run made by Breimyer. McGraw, Scharf, and Kramer were the two-year term winners. One week later the *Sentinel* reported an error in the phoned report from the Viers Mill precinct, which with the count of absentee ballots "Bumped Oxley" and elected Thomas by 80 votes. Barrow forthwith resigned so his successor could take over and have an official part in decisions with which he would have to live. The Board declined to elect a successor for the short intervening time.

Early in 1960, Willard McGraw resigned his position as a member of the Board of Education. As the law made the choice of his successor a duty of the remaining Board members, they asked for suggestions from the community. They received 31 names of which 12 were eligible and only three agreed to serve. These were Clifford K. Beck, a nuclear physicist with AEC who resided near Clarksburg; Alfred Christis III, an AEC controller, living at Washington Grove; and Robert B. Myers, an attorney, also a Washington Grove resident. On February 29, 1960, Dr. Beck took his seat as the new member of the Board.

The 1960 campaign started off in August with the first announced candidate being Mrs. Samuel Keker of Chevy Chase followed by Dr. Beck and Mrs. Anne Orleans. By mid-Spetember the list was filled by additions of Mrs. Lucille Maurer, an economist of Silver Spring; Charles F. James, an attorney of Bethesda; William J. Hudson, a transportation executive; Stanley R. Green; James I. Humphrey; and Ralph W. Crary. Hudson withdrew leaving the ballot to show Beck unopposed, with Keker, James, Green, and Crary for the fifth district seat and Maurer, Humphrey, and Orleans in the fourth.

The *Sentinel* gave attention to the race. In September, Farquhar repeated his editorial asking, "Do the people want to continue the present philosophy of spreading knowledge thin or do they prefer increased emphasis on the basic tools of learning?" Wick Byron's column headed "School Board Election Is Important One" pointed out that a small dedicated group could elect its candidate as the other group—independent, unorganized, and undisciplined—usually had four or five candidates in the field. He showed that Kramer had won with 22,250 votes against 34,374 for three others and that Scharf received 27,000 out of 56,218 ballots. An October editorial called for broader discussion of educational issues by the candidates rather than the few minutes of statements of the PTA- and LWV-sponsored rallies where all candidates appeared in tandem. A week later a news story headed "Citizen Apathy" reported that one of these meetings was attended by seven candidates, reporters, friends, and relatives accompanying the candidates, but only 19 interested voters. Two weeks before election, the *Sentinel* ran a long story giving the views of each candidate as interviewed on the telephone by a reporter. Then an editorial recommended Charles F. James for all voters. The last week of the campaign the front page headline included eight photographs and a synopsis of each candidate's position.

James had tried unsuccessfully to get other candidates to debate with him on his list of issues:

Functions of role of public education in Montgomery County.
How does Board policy-making function relate to administration?
Should present educational policies be continued?
Should increase in per pupil costs be accepted?
Do public educational costs constitute a valid restraint on expenditures?
Is administration and supporting staff top-heavy?
Should status of classroom teachers be improved?
Are schools doing an adequate job?
What should be the goals of education in Montgomery County?

Three groups organized to back slates. Citizens for Beck-James-Orleans called themselves a middle-of-the-road group. The Non-Partisan Citizens' Committee, mostly PTA, came out for Beck, Keker, and Maurer. The Council for Better Education supported James and Humphrey. After the voting, the *Sentinel* headline was "Beck-Maurer-Keker Win." The reported votes were:

Fourth District	Keker	36,696
	James	26,728
	Green	12,023
	Crary	9,616
Fifth District	Maurer	38,050
	Humphrey	29,447
	Orleans	15,141

Beck ran unopposed.

The accompanying editorial said:

> The School Board results were not surprising. The divide-and-conquer technique was again quite successfully executed by a very intelligent, well-disciplined, intense group of people . . . proved that a so-called non-partisan election can be won by a minority if a divide-and-conquer technique can be used.

In 1962, there began a campaign to hold primaries for the Board elections. The Council for Better Education, perhaps realizing their handicap from having too many candidates in previous years, asked the county legislative delegation to correct the one-shot system. This resulted in Chapter 813, *Laws of*

Maryland 1963, which set up a system whereby when any Board seat has more than two seekers, all will run at the primary election, the two getting the highest number of votes to be in a runoff at the general election. The *Sentinel* editorial of January 23, 1962, favored the primary, arguing that it would tend to (1) break up the control of a unified, tightly-knit minority and (2) probably stimulate interest and greater voter turnout. It pointed out that Board candidates always received far fewer votes than other county office-holders. An alternative was suggested that Board Elections be entirely separated and held in the odd years. This was rejected because (1) it would greatly increase the cost of elections, and (2) special elections seldom brought out many voters.

Late in January, the first Board candidate to announce was William E. Coyle, a news commentator and public relations man. He managed to keep himself in the public eye getting such headlines as "Coyle Urges More Interest in Schools," "Coyle Says School Board Must Control Curriculum," and "Bill Coyle Questions Need for Widespread Tutoring." Everett H. Woodward of Silver Spring announced in late March. In July, Breimyer entered the race the same week as William I. Saunders of Olney. Then Howard and Thomas sought re-election. A Mr. Haddad announced himself a candidate but failed to file the necessary petitions. Leon R. Gross filed but tried to withdraw on the grounds that his FTC boss said he should not run, but the filing deadline was past and his name remained on the ballot. He ran no campaign but still amassed about ten thousand votes.

The *Sentinel* editorialized, urging the election of the four incumbents, on the grounds of their experience and solid achievement, claiming that the challengers had little or no public school experience. The banner headline after the voting was "GOP Gets Council; School Heads Out." The reported votes were:

First District	Saunders	38,089
	Morrow	31,536
Third District	Charles W. Bell	42,493
	Thomas	26,661
At-Large	Coyle	39,028
	Woodward	36,346
	Breimyer	28,417
	Howard	27,629
	Gross	9,758

The editorial accompanying this report stated that many believed the master stroke of the campaign was the circulation by Citizens Above Party (CAP) of an eight-page tabloid newspaper to 100,000 voters only a few days before the election in which the "waste and extravagance" theme was exploited in a highly effective way. All 29 of the mixed ticket endorsed by the very conservative CAP were elected.

The election was the subject of *The Jackson County Story: A Case Study,* authored by Keith Goldhammer and Frank Farner and published in 1964 by the Center for Advanced Study of Educational Administration of the University of Oregon. While cover names for persons are used in the publication, a most accurate and detailed description and analysis of county background, conditions, and this election are given. The 78-page pamphlet might be included in full (it was not copyrighted) to complete this history. A part of it only is quoted as being the best possible summation of this precedent-breaking election:

The Campaign

> The campaign, conducted in a super-charged atmosphere, was vigorous, heated, controversial, and bitter. Mr. Graham claimed that during the campaign he drove more than two thousand

miles within the county to attend meetings and speak to gatherings. Almost everyone had chosen sides. Some friendships were severed, and, seemingly, the best way to disrupt a social gathering was to mention the coming election, which was the chief topic of conversation.

The challengers charged the incumbent board with loose administration, empire-building, frills and fads, and an abrogation of its responsibility to protect the public interest against the professional educators' waste and indifference.

The incumbents charged that the challengers lacked a fundamental interest in education, were exclusively interested in cutting taxes, and lacked a real concern for the welfare of the children. They stood on their record as one of having maintained a vigorous building program in the face of overwhelming odds, and at one of the most reasonable cost figures of any school district in the area. They claimed that a nationally recognized, good curriculum had been provided as a result of an intensive study by both citizens and educators and that achievement tests of Jackson County children showed the remarkedly high results of this curriculum. They stressed the degree to which newer programs were being added to the curriculum in order to upgrade the quality of education––foreign languages, intensified in-service and teacher training programs, pilot programs for improved methodologies, ungraded primaries, team teaching, television instruction, and the use of teaching machines. They emphasized that the programs being introduced were under intensive research to insure their being the best ways of teaching before being firmly adopted or spread to other schools.

Although most of the local newspapers found the challengers to be better copy, at least one county newspaper and the metropolitan newspapers which served the area cited the excellent record of the Jackson County schools and urged the re-election of the incumbents.

The school issue was not fought in a vacuum. It was a part of the larger issue involved in the control of the powerful County Council. Just a week prior to the election, the organization known as County-Above-Party published a 'Bipartisan, Unbiased Voters Guide.' The headlines cried:

> You suffered eight years under the hobnails of ultra liberal control: C-A-P offers you this winning slate to restore reason to your local government.

C-A-P suggested that voters 'take this ballot into the booth with you––remember in the voting booth, you are free from all pressures and control of the "apparatus."' Under the C-A-P by-line, citizens were urged to recognize that 'our irresponsible County Council, our visionary school board are wrecking your family budget.' They quoted figures and some comments of unnamed authorities to expose 'the myth of our "quality" education,' and they attempted to reveal 'the plot behind the political web.' They emphasized that 'the last four years have been a period of sorrow for lovers of true education in Jackson County.' They quoted the Book of Common Prayer: 'We have left undone those things which we ought to have done, and we have done those things which ought not to have been done.'

In recommending the four school board challengers for election, C-A-P editorialized:

> Defiance of the law, obstructionism, orgiastic spending, reduced earning standards, lower per pupil achievement, expensive bureaucracy, teacher dissatisfaction––these constitute the School Board record on which the four incumbents are ranked.

> To replace them, to inaugurate a period of progress and blot out the fumbling error to their predecessors are these candidates. . . . All are pledged to provide true education, true learning and true value for every taxpayer's dollar.
>
> All are committed to cleaning house, to ending bureaucratic empire building and to striking the shackles of red tape and petty details from the teachers.
>
> All are agreed on the desperate necessity of wresting control of the educational system from the theoritical experimenters who never taught a day in their lives.

> They identified names of former board members as the 'who's who in the extremist apparatus.'
>
> C-A-P charged the incumbents on the County Council with extremism, irresponsibility, waste, indifference, profligacy, the abolition of volunteer fire departments, dictatorial county control, the establishment of a bureaucratic apparatus, and the abolition of incorporated towns. Cartoons were published showing moderates, complaining taxpayers, unsuspecting voters and the system of governmental checks and balances crushed under the two-faced dictator's heel. Claiming that the incumbents of both the County Council and, particularly, the school board were responsible for enormous tax increases, C-A-P urged that the rascals be thrown out and a new government be instituted.
>
> On November 6, 1962, the citizens of Jackson County went to the polls and overwhelmingly endorsed both the County Council and the school board candidates of the County-Above-Party organization. A total of 69,600 votes was cast. In the first district the challenger for the school board seat won by more than 16,000 votes, and the two challengers for the at-large seats won by 11,000 and 9,000 votes respectively. The metropolitan newspapers analyzed that, 'Republicans, with the aid of conservative Democrats who lost in the May primary, gained control of the County Council.' They declared that the conservative Democrats who had joined the Republicans chortled over the fact that the liberals 'who had refused even to throw us a crumb' had been swept from office.

The election of 1964, in addition to the choice of three members for the Board, carried a referendum on the law of the previous year providing for primaries to eliminate candidates so that the following general election would be between only two for each position. In November, this law was approved by such a close vote that it depended upon the final counting of absentee ballots. Since this, the court decisions on the "one-man one-vote" ruling have been interpreted to mean that the districts as set up were unconstitutional; and the primary of 1970 was held so that all candidates were in one race, eight to be eliminated, thus leaving only two for each of the four vacant positions.

This campaign began in August when a local news headline read "3 School Heads Are Expected To Run Again." After some hesitancy by Mrs. Keker, all three announced as a team and were quickly backed by the Committee for Public Schools and the political action offshoot of the Montgomery County Education Association. A School Board Selection Committee was formed composed of representatives from Allied Civic Group, American Association of University Women, Committee for Public Schools, Council for Better Education, Council of Catholic Women, Greater Washington Central Labor Council AFL-CIO, League of Women Voters, Montgomery County Civic Federation, Montgomery County Council of Homemakers' Clubs, Montgomery County Education Association, Montgomery County Farm Bureau, and Montgomery County Council of Parent-Teacher Associations. This committee could not agree on candidates but did announce that it opposed the primary, favoring instead a separate election each spring with terms on the Board so staggered that there would always be a majority of experienced members, with the legal establishment of a community nominating caucus. The favorable referendum vote quieted this request.

By early September the candidates formed two slates, definitely liberal against conservative. The CPS backed the incumbents––Beck, Keker, and Maurer. CBE sponsored James H. French, a Kensington attorney against Mrs. Maurer; Frank Bell, its president and a Public Health Service engineer, against Mrs. Keker; and Paul D. Burdette, a Gaithersburg dairy farmer, against Dr. Beck. This campaign was the noisiest yet, drawing such headlines as "School Candidates Argue At Rally" and "School Campaign Is Boiling with Sharp Exchanges." In general, the liberal slate stood for expansion of school services, while conservatives wanted a return to the "basics." The basics were identified with the Amidon Plan which got its name from a school in Washington, D.C., where an experimental program based on a very rigid curriculum of 3-R's was being tried. The majority of the incumbent Board had established such a system in a small number of county schools.

The *Sentinel* gave much attention to this school board campaign. On October 22, 1964, it published a supplement of 12 tabloid-size pages, entitled *Candidates And Issues,* whose headlines included:

3 School Seats To Be Filled
Campaign Stirred by Amidon Issues
CPS Group Lists Its School Goals
CBE President Tells His Group's Beliefs
School Primary Referendum Set
School Costs and School Taxes; Over the Hump?
Mrs. Maurer Seeking Flexible Curriculum
French, 35, Is Seeking School Seat
School Goals Are Defined
Scientist Tries for Second Term
Burdette Running on 'Basics'
School Board's Duties Are Spelled Out
What Divides the Community?
Bell, CBE, for 'Solid' Learning
Mrs. Keker, Incumbent, Runs Again
Schools Are Big Business
In School Race Candidates Tell Views on Issues
Oregon Educators' Study Tells Montgomery Story
FLES Still Issue in County Schools
Schools a State Agency

Considerably more than half of this supplement was covered with these articles. On the same date a front page editorial was headed "We Take Sides" announcing it favored Beck, Keker, and Maurer. The cartoon for this issue showed Bell, Burdette, and French with tiny rubber mallets trying to hack down Beck, Keker, and Maurer, shown as pillars of stone holding up the temple labeled "Sound Public Education for Montgomery County."

A week later appeared a large headline "NEA Aides Here Hit Extremism." This quoted a number of NEA officials who lived in this county as stating that "Radical right is making all-out effort to capture the Montgomery County public school system." CPS had taken up this claim, but CBE promptly rebutted with emphatic denials by all local persons named. The editor reiterated support for the incumbents on the basis of proven ability and a keen sense of responsibility, while stating that the challengers stood mainly for expansion of the Amidon system. The weekly cartoon showed "Some Shadows Fall on Montgomery County," being labeled "A Completely Conservative School Board" and "Relaxation of

Liquor Laws." The editor could have claimed a 50-50 win, for the liquor referendum approved widening the licensing to most restaurants in the county; but his next headline read "School Incumbents Win 3 to 1; Educators Win All But 3 Precincts," with 83 per cent of all voters participating as against only 30 per cent two years before. The reported vote was:

Beck 95,855 vs. Burdette 34,844
Keker 94,224 vs. Bell 36,926
Maurer 96,871 vs. French 33,373

BROOME RETIRES

Superintendent Broome announced in the spring of 1953 that he would end his long career at the close of his term on August 1. The *Maryland Teacher* published a biography and eulogy written by Mrs. Florence Massey Black, one of his teachers who taught at Bethesda-Chevy Chase High School.

> Edwin W. Broome, the philosopher who took John Dewey out of his writings and put him to work in the classrooms of Montgomery County, is being honored upon his retirement this year by various groups in the State of Maryland and in his own county. He has served thirty-six years as superintendent of schools and forty-nine years in the county system.
>
> **Yearbooks to be Published**
>
> Contributions received from thousands of laymen and teachers will make possible the editing and publication in permanent form of the now mimeographed Professional Yearbooks which for twenty-four years have set forth Dr. Broome's philosophy. Every fall since 1928, as the teachers returned to school to attend a workshop or professional meeting, they have been presented with one of these Yearbooks. Each year the book is different, new, stimulating. Each book tells the story of a man's dream translated into practical application. Always the dream varies, always it contributes to the dream preceding it, until——as one reads all the Yearbooks——the dreams become a whole, and a process of living with children and of helping them understand themselves and [how] the world they live in is evolved.
>
> Greatly influenced by the late John Dewey, Edwin W. Broome set to work to show by analogy, specific example, and curriculum development, how each teacher could bring that philosophy into his work. And so it was that John Dewey came into the classrooms of Montgomery County.
>
> It would be difficult to tell just when John Dewey stops and Edwin W. Broome begins. It might be said that these two philosophies parallel each other, at times merging into one. We do know, however, that Dr. Broome put his ideas to work and produced one of the finest school systems in the United States. For this he has been recognized as a sound philosopher, a man of courage, and a man of vision.
>
> Yet Dr. Broome is a modest and unassuming man who loves to grow things in his garden. What is it, then, that has made him great? Perhaps it is his very love of watching things grow——whether it be a vegetable in his garden, an unfolding flower, or a little child. Never content only to sow the seed, Dr. Broome must tend the growing seedling with loving care. He must find new ways to make his charges develop so that their process of maturing will be a wonderful experience, not only for the child, but for the teachers who have caught his philosophy.

A Native of the County

The son of Mary Warfield and Alexander Broome, Edwin Warfield Broome, was born in Darnestown, Montgomery County, on March 26, 1885. Graduating as valedictorian of his class at the Andrew Small Academy, Darnestown, in June, 1904, he began teaching in elementary school the following September for a salary of about $300. He was made assistant to Superintendent Earle Wood in 1908 and eight years later became Acting Superintendent.

In the meantime, feeling the need for further education, he attended law school at George Washington University and received his LL.B. degree in June, 1917. The following November, Dr. Broome was promoted to the position of superintendent.

The Superintendent Takes a Wife

Two important events occurred in the life of Edwin Broome in the school year of 1917-18. He began work at George Washington University on his bachelor's degree, and he ceased to be a bachelor on January 26, 1918, when he married Miss Hannah Jones. In four years he received his B.A. degree, graduating with distinction in June, 1921. His only child, Nell, was born two months later.

In 1922, Dr. Broome began teaching courses at the University of Maryland summer session, an association which was to continue for a quarter of a century. His influence has been great upon the many teachers throughout the State of Maryland who filled his large classes and carried his philosophy back to their schools in other counties. Recognizing his influence and achievement, the University of Maryland in June 1945, conferred upon him the Doctor of Letters degree.

In the years that he has been superintendent, he has accomplished what few men could dream of doing in one lifetime. Who else could have foreseen the change from a farming to a suburban home community and, along with that, the terrific increase in population and could have built a school system flexible enough to meet the change? With his constantly developing program of education, he was well prepared to meet the demands of tens of thousands of well-educated parents seeking the best for their children.

Montgomery County was years ahead of most of the counties in the State in offering special services, such as the in-school nurse, the school doctor, the school psychologist, kindergarten, school libraries, vocational education, and a physical education program.

The first junior high schools in a Maryland county were established by Dr. Broome in 1925, and the twelve years system [became] effectible in 1931, followed by a fourteen-year system; Montgomery Junior College in 1946, and George Washington Carver Junior College in 1951.

Reviewing the early achievements of Dr. Broome, we find that they include: Initiating PTA's; remodeling and equipping one-room schools to meet new State standards; collaborating on the State equalization plan; 'fathering' in 1927 the Teachers' Retirement Plan, considered by the NEA to be one of the soundest in the country; recognizing early the value of married women as teachers, and being one of the first superintendents in Maryland to employ them; starting the summer workshops in 1937; establishing in 1938, in collaboration with the teachers' association, the first teachers' salary schedule in Montgomery County; setting up a program of Child Study Groups in 1945 under Dr. Daniel A. Prescott; and publishing in mimeographed form well over a hundred Yearbooks and course of study bulletins which have become so widely known that requests for them have come from many states.

Articles by Dr. Broome have appeared in various magazines, including *Childhood Education, American School and University, School Executive,* and *Journal of Physical Education.*

His Influence Will Continue

Although Edwin W. Broome is retiring after nearly half a century of service, his work and his philosophy will continue. His influence on the school children, the parents, and the teachers, has been profound. Under him the children have grown, become parents, and sent their children to his schools. There is no teacher, now teaching, who has worked under any other Montgomery County superintendent.

The progress that has been made has been due largely to his foresight and his sound judgment. He must have foreseen years ago that he would need training in legal procedures for dealing with such things as building construction contracts, and all phases of law with which a superintendent must cope.

If a man has courage, but lacks sound judgment, he fails. Dr. Broome's courage to try new ways was backed by his judgment of *when* to initiate them. He wanted junior high schools, he wanted a twelve-year system, wanted a program of learning through activity, but he also knew when the people of his community were ready to accept these and to bear the additional expense.

His task has not been easy and the process has been a long one. Working twelve months a year, seven days a week, would be drudgery for most men, but Dr. Broome has lived to work for others with no thought of self. What he has built is a growing system of living which will continue to influence thousands of lives.

BROOME OBITUARY

Dr. Broome lived less than three years after he retired. His obituary in the *Sentinel* of April 12, 1956, began:

> Dr. Edwin Warfield Broome, one of the grand old men of education in this county and world-famous for his philosophical concepts of teaching, died Thursday at his home in Rockville at 202 Monroe Street, after an afternoon spent working in the greenhouse which was a gift from county teachers when he retired in 1953.

Then followed a re-write of Mrs. Black's eulogy quoted above and ended with:

> After his retirement, Dr. Broome divided his time between his garden [and] his educational philosophical writing, publication of which has been the aim of a committee set up at the time of his retirement, the Edwin W. Broome Educational Project.
>
> Dr. Broome is survived by his widow, Mrs. Hannah Jones Broome, and his daughter, Eleanor, an instructor in education at the University of Maryland, both of the home address. Also surviving is a sister, Miss Grace Broome of Silver Spring.
>
> Funeral services were held Monday at 10 a.m. at the Darnestown Presbyterian Church with burial in the church cemetery. In lieu of flowers, the family asked that contributions be sent in his memory to the Montgomery County General Hospital Fund.

On June 12, 1956, the Board renamed the then under construction South Rockville Junior High School the Edwin W. Broome Junior High School as a token of its appreciation for his long service and to point out that among his many contributions to the system was the institution of junior high schools here.

At the Board meeting, on May 5, 1953, when the announcement of Broome's retirement was made, the new superintendent, Dr. Forbes H. Norris, was appointed at a salary of $11,500. He had a service record in schools in Virginia and Massachusetts and was selected from a large number of administrators considered by the Board. His single term was beset by problems arising from the growth in school population and the racial integration of schools. The elections of Board members also caused community problems in school relations as various questions were bandied about by campaigning groups.

School population growth brought many administrative changes to up-date procedures and practices. The need for more teachers and new classrooms caused heavy increases in the school budgets. In two years, 1954 to 1956, the operating costs were raised about 50 per cent from $11.8 to $17.5 million. An IBM machine was rented to speed up paper work which was flooding the small offices crowded with personnel and equipment then housed in the converted school building on East Montgomery Avenue in Rockville, which later came to be designated the Monroe Center. As individual schools increased in size, the old ideal of a principal teacher with a few assistant teachers became unworkable with the added administrative detail and mass of community involvement in the school. Early in 1954 the Board ruled that elementary schools with 5 to 9 teachers were to have a teaching principal with one-half time clerical help; with 10 to 14 teachers, a supervising principal and full-time clerical help. The first secretaries in schools had been named for the year 1930-31:

Bethesda-Chevy Chase	Helen Hendrick
Richard Montgomery	Dorothy Wootten
Takoma-Silver Spring	Agnes Sullivan

The office of vice-principal was created in 1954 officially, although many persons had held the courtesy title earlier. A school of 20-39 teachers was to have 1 vice-principal; 40-59 teachers, 2 vice-principals; 60 or more teachers, 3. The staff of supervisors, accountants, and clerical aides grew rapidly.

The Board made one unsuccessful attempt to cut costs. In July, 1952, the Board had adopted a lengthy list of regulations for the use of its buildings during afterschool hours. Community groups had long enjoyed frequent use of their local school for all sorts of meetings, fund raising projects, social get-to-togethers, recreation, church services, and a most varied listing of events. Suddenly they found themselves faced with charges of as much as $100 for a fund-raising dinner on a Sunday afternoon. Even PTA affairs were to have been assessed. As the impact of this change began to be felt, opponents organized and appealed to the Board for rescission of this action; but a motion to repeal was tabled in December, 1954. One local group held a benefit dinner for its volunteer fire department, was billed about $100 by a Board accountant, and, upon failure to pay, was notified that they might have no further use of the school building. After an appeal was denied, the state's attorney-general was requested by the fire department, as a state-chartered organization, for an advisory opinion. His report caused the Board to withdraw all charges for building use by such groups except those in payment for required services by custodial or cafeteria workers.

DESEGREGATION

The impact of the school integration ruling by the Supreme Court in May, 1954, caused the Board in June to set up a committee of 12 to 15 white and Negro citizens, including educators "for the purpose of advising and conferring with the Board and School Administration on matters of policy for the implementation of the recent decision of the Supreme Court concerning segregation." But two weeks later this action was set aside with nothing to be done until such time as the laws of Maryland were changed to make integration possible. In July, the Board resolved, "That, the Advisory Committee on Integration should not exceed seventeen members"; but in August a committee of 19 was named with three Board members (McGraw, Scharf, King) and the superintendent to determine what subjects the committee should work out and report to the Board. In November, the members of the committee bound themselves not to make any public speeches on subjects under consideration by the committee. The work and reports of this committee are detailed in the doctoral dissertation of Fred L. Dunn who was the first chairman.

GIBBS VS. BROOME

It should be noted that the "separate but equal" systems idea had been much discussed in Montgomery County. After the agitation of the 1870's was suppressed by the compromises resulting in the election of Hayes to the presidency in 1876*, little was done to improve Negro schools until the Broome administration was well on its way. Known for his feeling for social problems and their interrelationships with education, he had done much for the betterment of the "other" schools. In 1936, William B. Gibbs, a Negro teacher in Rockville, petitioned the Board to equalize the separate scales for salaries then in effect. The lower scale for Negro teachers had been justified by the fact that Negro parents had, many years before, requested a shorter school year for their children. Broome recommended and the Board approved a longer year for Negroes with a consequent raise in their salaries. Gibbs, meantime, had entered suit in the Circuit Court to compel the equalization of the two salary scales. Broome preferred not to fight the case and persuaded Gibbs with his backers and the Board to compromise. Gibbs had as one of his lawyers a then relatively unknown, Thurgood Marshall. The settlement of the court case was duly recorded in the Board minutes of August 10, 1937:

> At the request of Counsel for the Defendants in the above entitled case conferences were held at the offices of the Board of Education, Montgomery County, Maryland, on Saturday, July 17, 1937. Those present at the conferences were Edwin W. Broome, Superintendent, Board of Education, Montgomery County, one of the defendants herein and William Prettyman, Counsel for Defendants, Thurgood Marshall and Leon A. Ransom, Counsel for Petitioner, and Carl Murphy.
>
> Edwin W. Broome was authorized by the other defendants, members of the Board of Education of Montgomery County, to enter into the following agreement:
>
> I. The defendants in the above entitled case, through Edwin W. Broome, Superintendent and William F. Prettyman, their counsel, agree:
>
> (1) To adopt a resolution at their next regular meeting authorizing the establishment of a salary schedule for teachers without regard to race, creed or color.
>
> (2) To adopt a salary schedule at their next regular meeting without regard to race, creed or color, by discarding the sections of the present salary schedule which deal with "Colored Schools" and to adopt the remaining portions of the schedule to apply to all teachers, white and colored,——in white and colored schools, alike.

---

*An electoral commission appointed by Congress decided disputed presidential elections in South Carolina, Florida, Louisiana, and Oregon in his favor and aginst Samuel J. Tilden, the Democrat.

(3) To increase the salaries of all colored teachers in Montgomery County by 50% of the difference between what salary they now receive and the salary provided for under the schedule for white teachers. That this agreement shall be paid monthly, starting with the next regular payment of teachers. In the performance of this agreement all provisions as to the limitation on amount of increase in any one year shall be waived as to colored teachers.

(4) Beginning August 1, 1938, all teachers, white and colored, in white and colored schools alike, shall be paid pursuant to the same schedule which shall make no distinction because of race or color or teacher or school taught.

(5) To forward to Thurgood Marshall, Counsel for Petitioner, a certified copy of that portion of the minutes of the next regular meeting of the Board of Education which pertains to the above agreement.

II. The Petitioner, through Thurgood Marshall and Leon A. Ransom, his Counsel, Agree:

(1) To place the case of Gibbs v. Broome, *et. al,* now pending in the Circuit Court of Montgomery County, Maryland, on the 'Stet' calendar and not to set the said case for hearing pending the defendants performing their portion of this agreement. That upon the full performance of this agreement on the part of the Defendants by August 1, 1938, the Petitioner will dismiss the above entitled case without prejudice.

/E.W. Broome
Superintendent, Board of Education
Montgomery County, Maryland.

Thurgood Marshall

Leon Ransom
Counsel for Petitioner

William F. Prettyman
Counsel for Defendants

In up-grading Negro schools, Broome had used every foundation grant available. Still standing is the building at Quince Orchard which was known here as a "Rosenwald" school, since the type of construction met the standards required to receive aid from the fund established by Rosenwald of Sears, Roebuck and Company for the improvement of education in the southern states. These schools were built here in the 1930-42 period and usually involved the consolidation of two or more Negro schools with the consequent elimination of the poorly equipped halls formerly used. After World War II, Superintendent Broome, aided by the changing opinion developing in the country and particularly with the growing of "liberal" thought locally, then moved into a plan which involved a completely new set of school buildings for Negro children. This resulted in the construction of the schools now known as Taylor, Longview, Sandy Spring, and Rock Terrace. A fifth was planned for the area of Bethesda-Silver Spring, but no site had been secured by 1954; and this plan was forgotten in the development of new ideas of Negro education.

WHITTIER APPOINTED

In the spring of 1957, rumors were rife that Superintendent Forbes Norris would not be re-elected. At the Board meeting on May 29, Dr. Charles Taylor Whittier was announced as the new superintendent as of August 1 at a salary of $15,500. Dr. Whittier was then in Pinellas County, Florida, in charge of its curriculum. He had gone there from teaching and administrative jobs in midwestern schools. The rumors grew wilder so that the Board on July 9 included in its Minutes:

> The President expressed the appreciation of the Board for the past services of the Superintendent (Norris) and stated that he wanted it publicly understood that even though there may have been other differences, there was never a question of the Superintendent's personal integrity.

MCKINSEY REPORT

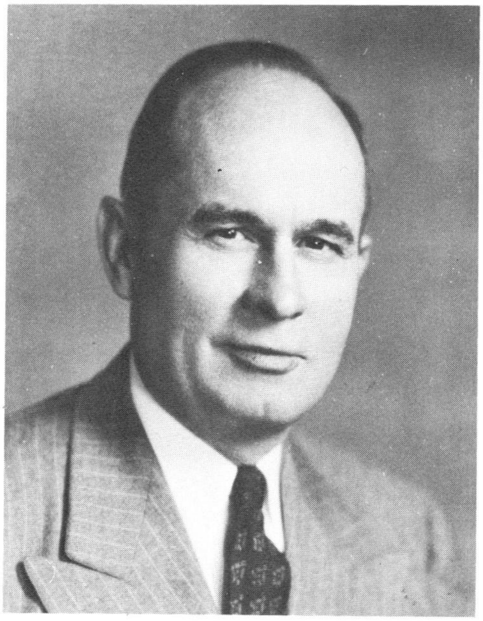
Dr. Whittier's administration was keyed to his ideals of innovative work in all fields of the educational structure. Before he arrived the Board had appropriated $25,000 for a study of the organization of the system by McKinsey and Company. Their report had recommended:

Changes in administration, construction, maintenance, transportation, cafeteria operations, purchasing and site acquisition
Six new administrators:
  Assistant superintendent for personnel administration
  Assistant superintendent for research
  Director of educational services
  Assistant superintendent for elementary education
  Assistant superintendent for secondary education
  Director of business affairs
Board should retain its own attorney, as county attorney may have a conflict when advising County Council also
Consolidation and standardization of maintenance, transportation and cafeteria services
More preventive maintenance
Establishment of a motor pool
County-wide operation of cafeterias
Construction––standardized specification for materials
  Survey of potentialities of prefabricated sections
  Revising schedules for checking progress on construction jobs
  $500,000 annual architectural fees reduced by employing own architects
  $450,000 revolving fund for acquiring sites in advance

This report stirred up much comment in the county, generating much more heat than light. While most of the noise arose before Whittier's arrival, many of the decisions were still to be made. The *Sentinel* ran weekly stories on various parts of the McKinsey Report. First, there was an argument over building construction and costs. McKinsey had made eight specific suggestions:

1. Survey potentialities of prefab construction
2. Reduce cost of architectural services by hiring a small staff of architects
3. Standardize specifications for construction materials, equipment, appliances and utilities
4. Enforce application of contractual provisions for liquidated damages
5. Reduce number of change orders
6. Reduce number of classroom additions
7. Revise procedures for scheduling and checking progress on construction projects
8. Study feasibility of centralized vocational facilities

Edwin W. Broome had been superintendent of Montgomery County Public Schools for almost a year when World War I ended in 1918. When he retired 36 years later, the Korean War was coming to a close.

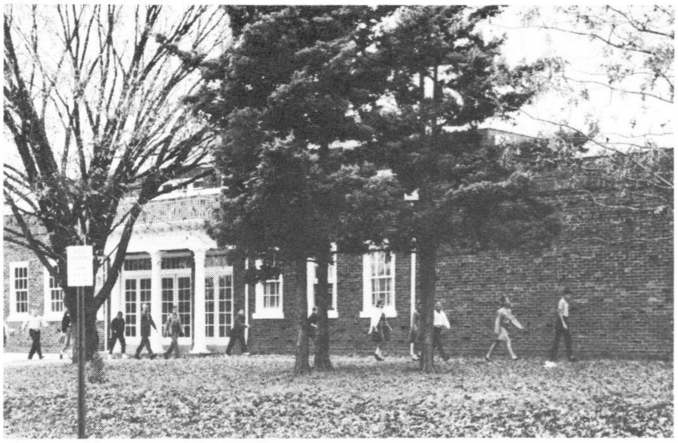


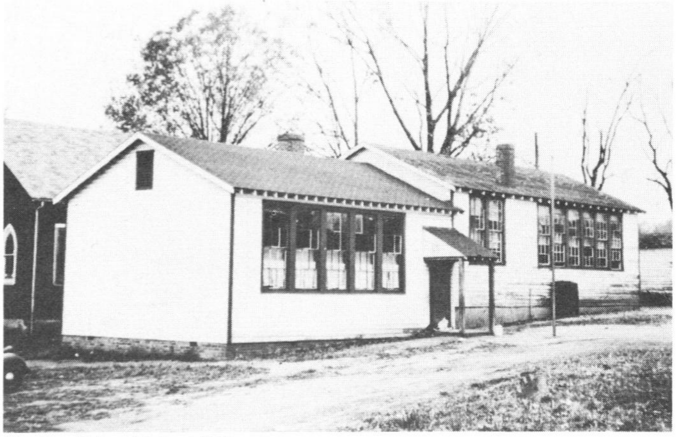
Forbes Norris
Superintendent of Schools, 1953-1957

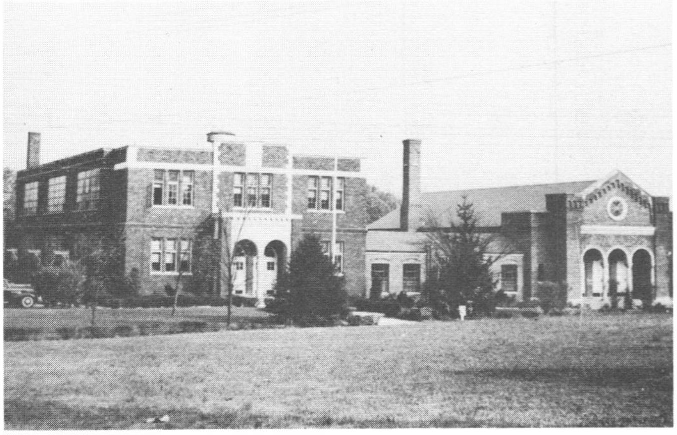
C. Taylor Whittier
Superintendent of Schools, 1957-1964

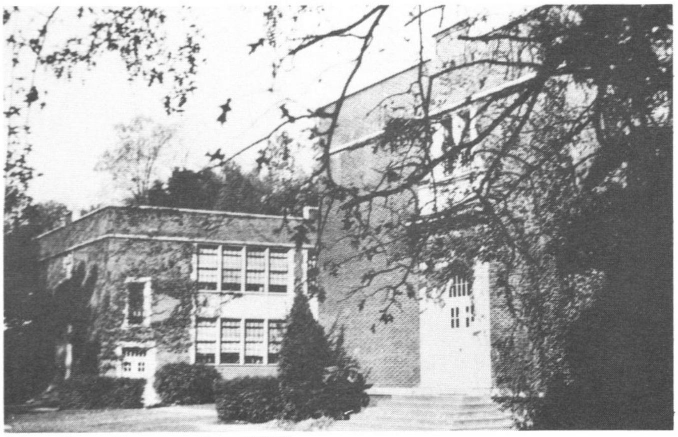
Homer O. Elseroad
Superintendent of Schools 1964-1975

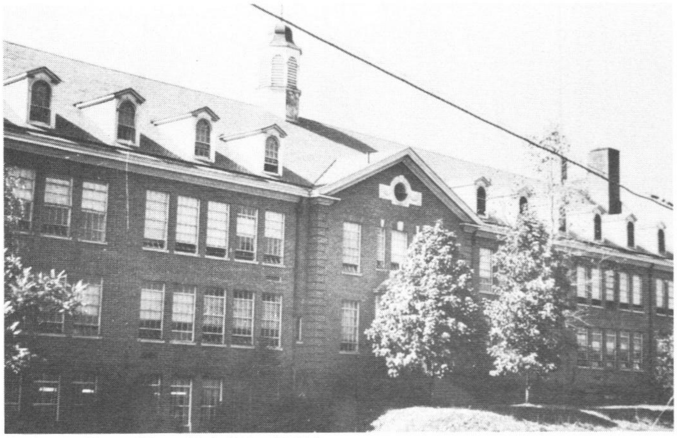
Construction dates shown

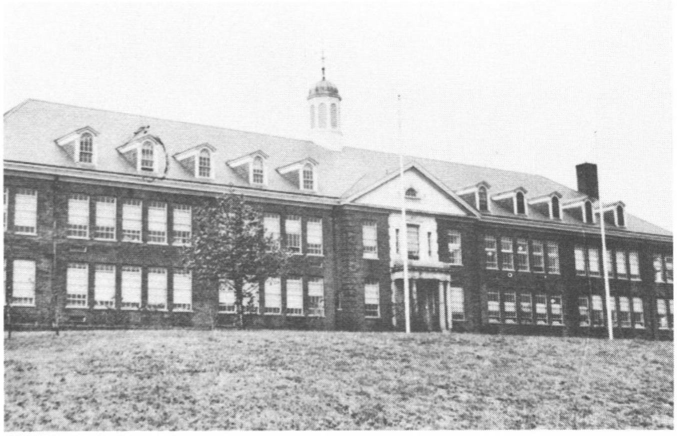

Glenmont Elementary School 1926

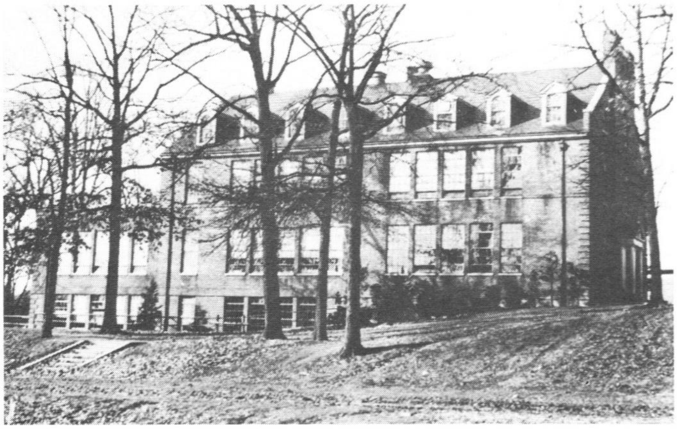

Ken-Gar Colored School 1927

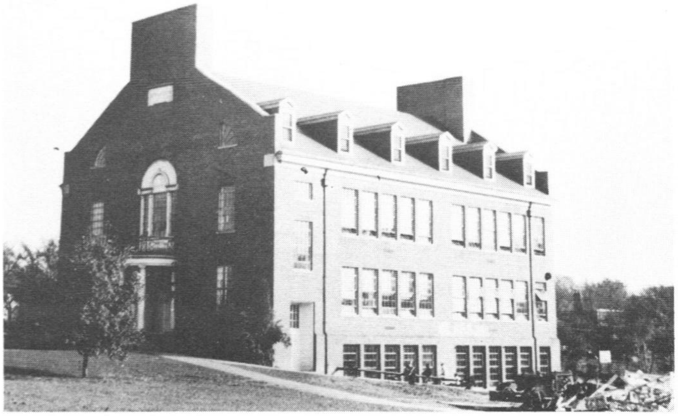

East Silver Spring Elementary School 1927


Chevy Chase Elementary School 1930

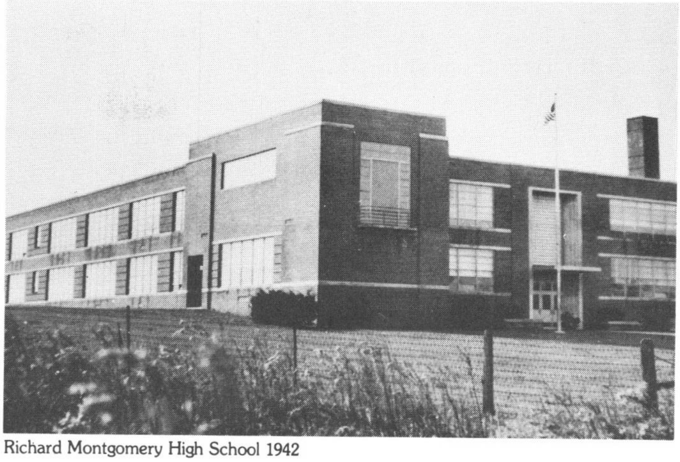

Bethesda-Chevy Chase High School 1934

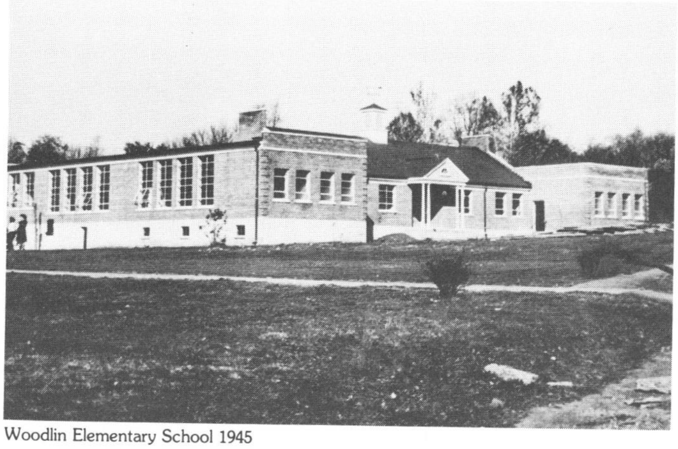

Montgomery Blair High School 1934


Park Street Elementary School 1934


Montgomery Hills Junior High School 1937

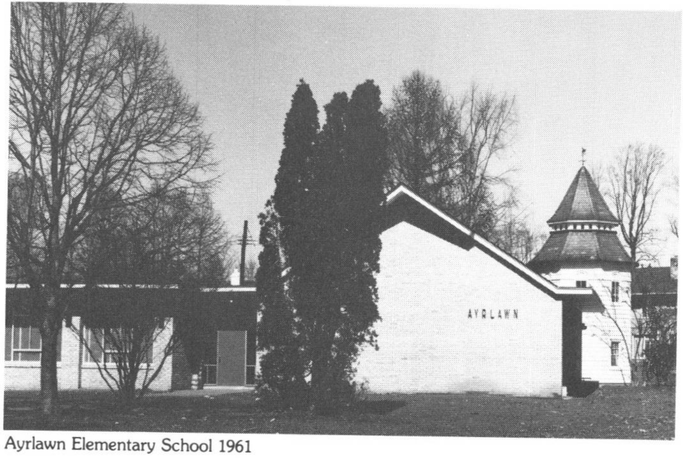
Lynnbrook Elementary School 1940


Richard Montgomery High School 1942


Woodlin Elementary School 1945

EDUCATIONAL SERVICES CENTER
George Washington Carver High School 1951; now houses administrative offices of the school system

Sandy Spring Colored 1952



Ayrlawn Elementary School 1961

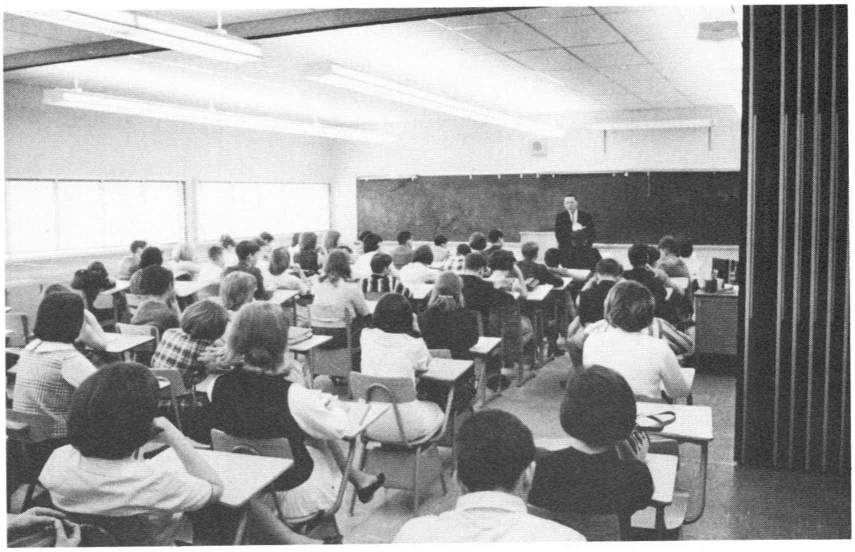
Farmland Elementary School 1963

JOHN F. KENNEDY HIGH SCHOOL
John F. Kennedy High School 1964

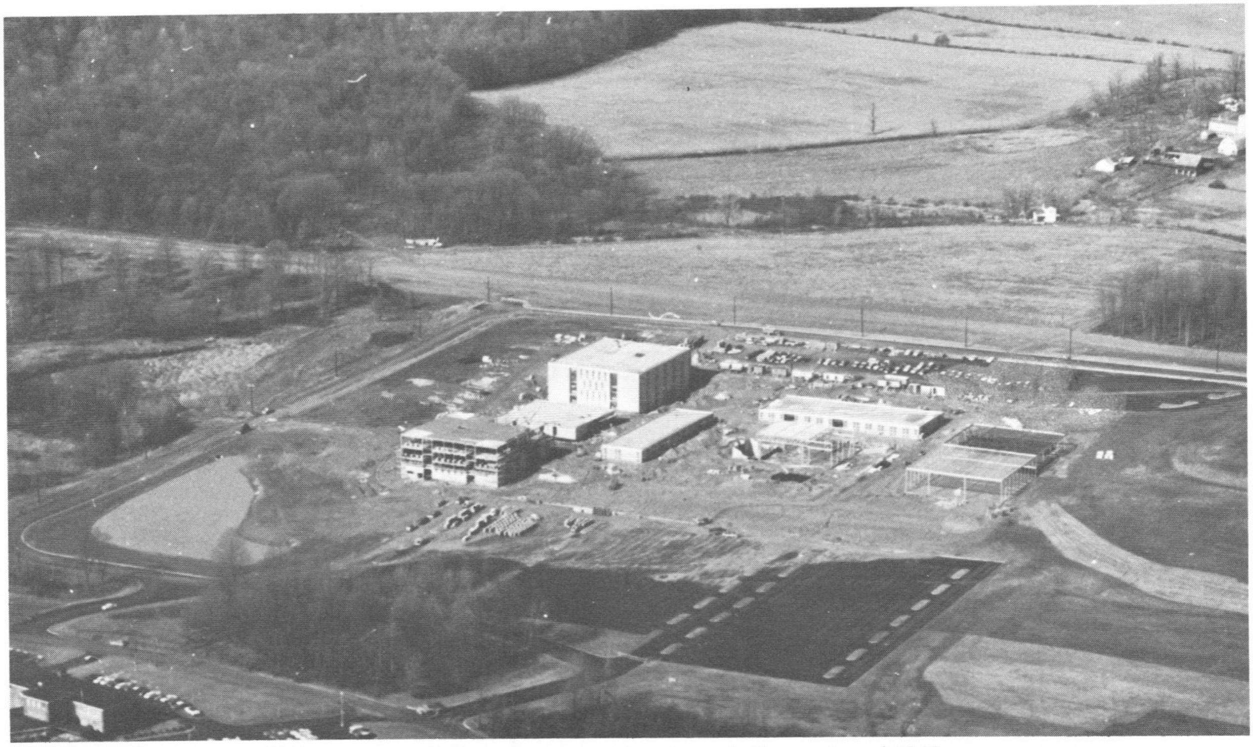
Three motorized school buses were bought in 1922 to begin to replace the horse-drawn vans. Today a fleet of 615 modern buses transports the county's children to and from school in warmth and safety.

SCHOOL BUS 263

Montgomery County has come a long way from individual slates and chalk to the sound filmstrip viewer found in today's open classroom.



Sliding partitions in a modern county classroom permit the team teacher to meet large groups of students.



The Rockville campus of Montgomery College began to take shape in the spring of 1965.

The architects' organization tore into the report as being invalid and nonobjective. They claimed that no experience had proved that the use of staff architects was economical. They recommended the establishment of an office with an educator of high professional qualification as head of the school construction work who would select architects and plan construction jobs. They claimed that the prefab recommendation was beyond the scope of management consultants. The fire marshal was quoted as claiming that prefabs were not fire-safe. The Masonry Institute stated that prefabs really cost more to build, to maintain, and to insure; that they were unsightly and depreciated adjacent land values; that the bulk of the cost from local taxes would be spent in other areas, thus reducing employment here; and that they did not offer fire and wind safety in comparison with the presently-used types of construction. When the Board adopted prefab types for the Viers Mill building, there was a lack of bids as the company from the Midwest who was pushing this type of work failed to bid; so the prefab argument faded away.

Superintendent Norris and the Board mulled over the suggestions of McKinsey as to personnel changes and the establishment of new positions:

Director of Business Affairs
Director of Educational Services
Assistant Superintendent of Elementary Education
Assistant Superintendent of Secondary Education
Three New Aides in Personnel, Sites, and Cafeterias
Its Own Attorney
A Clerk to the Board

The position of director of research was left unfilled. Norris had recommended that there be directors of elementary and secondary education under an assistant superintendent for instruction, that the comptroller report directly to the superintendent and not the director of business affairs, and that the clerk to the superintendent be his deputy.

The McKinsey recommendations for changes in school financing were:

1. Appropriation of entire operating budget by the County Council with federal and state contributions going to the county treasury
2. 'Lump sum' appropriations for both capital and operating budgets to permit the Board of Education more freedom to 'shift' funds
3. Establishment of yearly budgets for each school
4. Establishment of monthly budgets for each school
5. Establishment of an equipment budget
6. Abandonment of all uncommitted capital funds annually and yearly review of entire capital program
7. Improved budget preparation and presentation
8. Appointment of a director of business affairs to handle school system affairs in general with comptroller to manage day-by-day financial activities

This part of the report drew considerable comment. The comptroller, Brian Benson, called the whole thing "false and misleading" and stated that it would create a tremendous problem of assembling, analyzing, and reviewing data, with the addition of an intolerable amount of paper work upon each school principal. The state superintendent called it a waste of time and added burden upon principals. The Board attorney, Charles W. Prettyman, pointed out that many of the suggestions could not be legally carried out under Maryland laws.

The plan for advance buying of school sites was perhaps the best accepted of all the McKinsey ideas. Dr. Pullen stated that ten-year-ahead purchase was too long a period. Lester Welch cited the report for error in that the longest held site was much more than the 14 months given by McKinsey and that Belt, North Bethesda, Gaithersburg, and Damascus had all been held for several years. This suggestion resulted in the establishment of the Site Acquisition Division in the Department of School Facilities, but it soon exceeded the suggested $450,000 revolving fund.

The *Sentinel* editorialized on the McKinsey report:

1. 'Explosion is dying but the reverberations will resound for a long, long time.'
2. 'A massive criticism of the Montgomery County school system.'
3. Questioned the depth of investigations before recommending.
4. Questioned entire philosophy of McKinsey & Co.—'socialistic.'
5. 'School system has just not kept up with mushrooming county.'
6. 'Scrutinize more thoroughly all requested budgets.'
7. 'Necessity that the Board conduct open hearings.'

Many of the changes recommended by McKinsey found their way into the school system. Among them were:

1. The assistant superintendent over department directors over division heads type of administrative setup.
2. Improved budget preparation and presentation involving community participation. The first booklet to look like the currently used Capital Budget Request was issued for fiscal year 1957-58.
3. A motor pool was established for all school vehicles not assigned to an individual as absolutely necessary for day-to-day activities.
4. All transportation functions were centralized in one division.
5. A bus storage area was set up at Lincoln Center.
6. Gasoline and oil, formerly purchased at retail at various stations, was bought wholesale.
7. A motor vehicle repair facility came into being.
8. A revolving site acquisition fund was programmed.
9. Cafeterias were operated as a countywide unit.
10. Centralized purchasing was greatly increased.

WHITTIER RESIGNS

At the Board meeting on April 14, 1964, Whittier resigned, as of July 31, to accept the position as superintendent of schools in Philadelphia, Pennsylvania. On June 9, the Board named Dr. Homer O. Elseroad to be Acting Superintendent as of July 1 when Whittier went on terminal leave. On July 3, Elseroad was named superintendent for a four-year term beginning August 1. The *Sentinel* seemed to be very happy over the change. On July 2, an editorial was headed "Goodby Dr. Whittier!"; while another under the title "School Board Harmony" said, "Acrimony on the Board has undoubtedly hurt the cause of educating boys and girls." Next week it carried an editorial on the "New Superintendent" making these points:

Only a week after Whittier left his successor was named and on the job.
This is something of a record for a major school system.
It is a very happy development.
Extremely good judgment on the part of the School Board.
Quick but nonetheless wise decision.
Elseroad has demonstrated a quiet skill and middle of the road educational philosophy.

Next week, July 16, a cartoon showed a strong hand labeled "Dr. Elseroad" holding an old-time school bell marked "Montgomery Co. Public Schools."

SCHOOL BUILDING CHANGES

Starting with the 1921 listing of schools as previously given, it can be seen that there has been much change during the career time of just one teacher. For about 20 years, the changes were mainly caused by absorption of small plants into larger ones; but even 45 years ago, there was a beginning of new locations as new people moved into the county. After World War II, this movement accelerated at such a pace that the earlier growth seems negligible by comparison. A year-by-year outline of school changes follows:

1921-22	Closed Poole's Tract, north of Dickerson Request for high schools at Germantown and Lewisdale deferred Trustees terminated use of Brookeville Academy building as a public school, and the school located in the village New buildings at Cedar Grove and Sandy Spring Monocacy kept open one more year until road completed to Dickerson Room over Mr. Burdette's shop in Hyattstown rented for use as a high school classroom Request for school in Glen Echo Heights refused as law required 50 pupils for establishment of a new school district
1922-23	Ditto for Cabin John Park
1923-24	Closed Cedar Heights, Dawsonville, and Marble Quarry High School work begun at Dickerson and Germantown
1924-25	Closed Slidell
1925-26	Closed Middlebrook Opened Takoma-Silver Spring High School
1926-27	Closed Sugarland and Sandy Spring Colored (Sharp Street) Bethesda-Chevy Chase High School opened on present Leland site Opened Glenmont, consolidating Wheaton, Lay Hill, and Aspen
1927-38	Opened East Silver Spring Takoma Park Elementary moved into new building on a new site Authorized $36,568.08 for construction of 11 colored schools
1928-29	Closed Scotland Colored and Travilah Colored Closed Glen Echo and opened Glen Echo-Cabin John, now Clara Barton Opened Somerset as new school New building at Potomac on same site
1929-30	Closed Oakdale and Olney New schools at Colesville and Garrett Park on old sites Germantown High School deleted Established a policy of community involvement with new buildings: "The Board designate a committee for each [new] building for which the Supervisor of School Property should be chairman, and to consist of at least one member of the Board of Education, together with three advisory, but non-voting, members from the community for each building. The committee should exercise such authority as the Board grants.

The Committee might consider:

1. Keeping the communities informed of problems and plan connected with the buildings
2. Of somewhat interpreting, and applying as far as feasible, the Community point of view to the buildings
3. Keeping minute records of its meetings
4. The use of a cost sheet on which would be kept a complete record of all authorizations of expenditures

1930-31	Closed Ednor Germantown High School re-opened New building at Chevy Chase Glen Echo-Cabin John added junior high school grade
1931-32	Closed Brick Yard Colored, Cabin John Colored, Elmer, and Seneca
1932-33	Closed Avery, Browningsville, and Buck Lodge Germantown and Glen Echo-Cabin John junior high schools deleted
1933-34	Closed Mount Lebanon
1934-35	Closed Brighton New building at Fairland
1935-36	Closed Bailey's, Burdette, King's Valley, Lewisdale, and Snouffers New building at Germantown New building at Damascus and separation of elementary and high schools New schools at Alta Vista, Parkside, and Rockville (now Park Street)
1936-37	Closed Boyds, Boyds Colored, Brookeville, Hyattstown Colored, and Purdum Colored Bethesda-Chevy Chase opened on present campus and Leland established in former building Blair opened
1937-38	Bethesda-Chevy Chase, Gaithersburg, Richard Montgomery, Montgomery Blair, and Sherwood accredited by the Middle States Association Closed Brighton Colored, Burnt Mills Colored, Clagettsville, Comus, Derwood, and Etchison
1938-39	Montgomery Hills opened——first building designed as a junior high school
1939-40	Closed Barnesville, Damascus Colored, Martinsburg Colored, Sugarland Colored, Unity, and Wheaton Colored Opened Kensington Junior High New school at Westbrook
1940-41	New school at Lynnbrook
1941-42	New school at Pine Crest
1942-43	Takoma Park Junior High School replaced Takoma-Silver Spring New schools at Bradley and Four Corners
1943-44	Closed Travilah New school at Woodlin

1944-45	Takoma-Silver Spring redesignated as Silver Spring Intermediate with junior high classes included
1945-46	Closed Redland
1946-47	Closed Hyattstown Opened Montgomery Junior College on the campus of Bethesda-Chevy Chase
1947-48	Opened Pleasant View
1948-49	Opened Oak View
1949-50	Closed Poolesville Colored Opened Forest Grove New building for Kensington Elementary
1950-51	Junior high grades discontinued at Silver Spring Intermediate Opened Glen Haven, Highland, Lone Oak, Longview, McKenney Hills, Oakland Terrace, Rock Creek Forest, Rolling Terrace, Rollingwood, and Viers Mill——a sort of record year
1951-52	Closed Clarksburg Colored, Cloppers Colored, Emory Grove Colored, Germantown Colored, Laytonsville Colored, Mount Zion Colored, Norbeck Colored, Quince Orchard Colored, Sellman Colored, Smithville Colored, Spencerville Colored, and Stewartown Colored——another record Opened George Washington Carver High School and Sandy Spring Colored New building for Laytonsville
1952-53	Opened Western and Eastern Junior High Schools Opened Broad Acres, Hillandale, Montgomery Knolls, Parkwood, Radnor, Taylor, Twinbrook, Wheaton Woods and Wyngate
1953-54	Opened Brookmont, Highland View, North Chevy Chase, Weller Road and Wood Acres New building on a new site at Burtonsville
1954-55	Opened Connecticut Park, Maryvale, New Hampshire Estates, Olney, and Rockville New building at Darnestown Closed Kengar, Linden, River Road, and Takoma Park Colored as part of integration program
1955-56	Opened Rockville Junior High in the present Park Street building Opened Wheaton High Opened Brookview, Grosvenor, MacDonald Knolls, and Rock Creek Palisades
1956-57	Opened Walter Johnson, Belt, and Northwood Opened Arcola, Meadow Hall, and Rosemary Hills New building at Washington Grove
1957-58	Opened Broome and moved the Rockville Junior High there Opened Ashburton, Bannockburn, Harmony Hills, Larchmont, and Rocking Horse Road New building at Woodside

1958-59	Opened Newport Opened Aspen Hill, Burning Tree, and Stephen Knolls
1959-60	Closed Lincoln, the original Rockville Colored High School, and consolidated it into Carver Dickerson burned and abandoned Closed Montrose Opened Dennis Avenue, Jackson Road, and Kemp Mill
1960-61	Closed Carver as part of the integration plan Opened Cedar Grove, Forest Knolls, Georgian Forest, Holiday Park, Hungerford, Poolesville Elementary, Travilah, and Whittier Woods Opened Peary, Springbrook, and Gaithersburg Junior
1961-62	Rock Terrace became a high school for handicapped children. Opened West Rockville Junior High School, now known as Julius West Opened Ayrlawn, Brookhaven, Cloverly, Fernwood, and Monocacy
1962-63	Opened Whitman, Einstein, Pyle, and White Oak New building on old Bethesda Elementary site Opened Congressional, Cresthaven, English Manor, Carl Sandburg, and Woodfield
1963-64	Opened Randolph and Parkland Opened Bushey Drive, Farmland, and Spring Mill
1964-65	Opened Kennedy and Potomac (now known as Churchill) Opened Burnt Mills, Georgetown Hill, Rock Creek Valley, Seven Locks, and Westover
1965-66	Opened Hoover and Wood Opened Barnsley, Beverly Farms, Page, Rosemont, and Woodley Gardens
1966-67	Opened Key, Lee, and Woodward Opened Carderock Springs, Glenallan, Luxmanor, Mill Creek Towne, and Ritchie Park
1967-68	Opened Cannon Road, College Gardens, Concord, Flower Valley, Galway, Lake Normandy, and Montrose
1968-69	Opened Rockville High, Cabin John, Montgomery Village, and Farquhar Opened Bel Pre, Bells Mill, Candlewood, Lakewood, and Whetstone
1969-70	Opened Paint Branch, Southlawn, and Tilden Opened Brown Station, Cashell, North Lake, and Wayside
1970-71	Opened Magruder and Wootton Opened Greenwood, Saddlebrook, Strathmore, Tuckerman, and Watkins Mill
1971-72	Opened Argyle, Baker, Frost, Redland, Mark Twain, and Piney Branch Opened Stonegate and Summitt Hall

ADMINISTRATIVE STAFFING

Coming into the Board of Education office for the author's first teachers' meeting in September, 1921, was certainly a different experience from attending such a conclave in these later years. The author recalls that all the 188 teachers were present. As he walked onto the grounds of the high school, four men stood in a group to welcome him with the remark that they were very glad to have another man join the group as they were the only males remaining in the county teaching corps. During the day we were joined by four other men newcomers. The superintendent walked about the grounds and the various groupings of teachers, calling each one by name and commenting about the school they taught or asking about some person in the community. The meeting opened with an invocation by a local preacher and was followed by group singing. A lawyer of distinguished reputation in the Rockville Bar gave a pep talk on the worth of teachers' services. Mr. Broome philosophized for a while and announced that the rest of the day would be spent in four groupings of teachers. First, the high school teachers would go with the new principal of Poolesville, Thomas W. Pyle, to a classroom across the hall. All fifteen of them left the assembly hall. Next the teachers of Grades 4-7 in schools of two or more rooms left with their leader, a senior teacher, followed by the teachers of Grades 1-3 with their leader, another senior co-worker. Left were the teachers of the one-room schools under the leadership of the only supervisor in the county, Miss Nettie Brogdon. The author recalls thinking to himself that it was hard to notice the decrease in the size of the group. In the office that day, the total staff consisted of:

Superintendent, Edwin W. Broome
Rural Supervisor, Miss Nettie Brogdon
Attendance Officer, Miss Eileen Davis (Wilkinson),
Secretary, Miss Edith Lamar
Clerk, Mrs. Ethel Jacobs

The records list A. D. Owens as supervisor of colored schools, but he was also principal of Sandy Spring (Sharp Street) School and did not have a desk in the Rockville office. The persons occupied what had originally been a front, first-floor classroom of the Montgomery County High School building.

In October, 1921, the Board appointed George W. Hodgkins as financial and statistical clerk at a salary of $1,800 per year. The Minutes for December, 1921, show that there was considerable argument with the County Commissioners over the appointment; and in January Mr. Hodgkins is shown as resigning as clerk, and Dr. George Lewis was appointed and assigned to property and business control work. His title soon became supervisor of school property, and his initial annual salary was $2,500. This was the first addition to administration of our schools of what is now called the supporting services. Dr. Lewis was assigned responsibility for:

Janitors, including maintenance
Bus drivers
Repairs to buildings
Supervision of architects and contractors

With the growing interest in improving teaching as well as facilities, the supervisory staffing expanded. Miss Brogdon lasted only a little longer than Miss Gray, who was a "first" for the county and left to install a program to eradicate illiteracy in her native South Carolina. In 1923, Miss Huldah Brust moved from Frederick to Montgomery to supervise all elementary schools. In 1924, Miss Eleanor J. Smith, an outstanding one-room school teacher, came into the central office as a supervisor of her former fellow-teachers. Miss Kristin Nilsson transferred here from Minnesota in 1926. By 1928, State Board of Education certification requirements caused Miss Smith's duties to be changed to strictly office routines;

and Miss Elizabeth Meany came on from the Midwest. The team of Brust, Nilsson, and Meany developed the supervisory program which depended on classroom visits and critiques but included group meetings of teachers, demonstration lessons, countywide teachers' meetings three or four times annually, and many visiting lecturers. Customarily, the one-room teachers in a local area would give their pupils an extra holiday; while up to eight of them had a "visiting day" at some other school where the morning was spent in observing the home-school teachers at work. At noon her pupils were sent home; and after a social session with the self-prepared "brown-bag" lunches, the afternoon was spent in discussing all facets of the morning's work. Miss Brust left this county in 1933 and was replaced by Miss Grace Alder as supervisor of primary grades. Miss Nilsson left supervision in 1936 to become principal of Rockville Elementary School. Miss Meany retired after the 1946 school year.

In 1930-31, high school supervision at the county level began when Thomas W. Pyle was assigned to visit other schools four half-days weekly while continuing as principal at Bethesda-Chevy Chase. The following year, Mrs. Fern D. Schneider, a teacher in the Montgomery County High School (Rockville) became the second full-time county high school supervisor in the state, Baltimore County having filled such a position one year earlier. Specialized subject-field supervision began in 1934-35 with Mary Cross in music, followed one year later by Miss Marjorie Billows in art. Miss Cross went back to her real interest, a classroom, in 1941, to be succeeded by Miss Lucille Johnson; Mrs. St. Clair (nee Billows) retired in June, 1974, after 38 years as a supervisor of art—some kind of a record! Mrs. Ruth S. Gue became a supervisor in 1942 and Miss Etheleen Daniel in 1943. With the passing of A. D. Owens, a new supervisor of Negro schools, Edward U. Taylor, was named in 1943. The first physical education supervisor, Elizabeth H. Edwards, came in 1944. For the 1945-46 school year, the central office was increased by Edgar M. Douglass as assistant superintendent and these supervisors:

William C. Feddeman, Industrial Arts
Julia Watkins, Home Economics
Louise Walker, Guidance
T. H. Owen Knight, Guidance

The next year, there was further expansion with:

Maxwell E. Burdette, High Schools
C. Mabel Smith, Curriculum
Sarah S. Glass, Elementary
Lillian H. Gore, Elementary
Crescent J. Bride, Physical Education
Alice Rawson Marshall, Pupil Personnel
Helen P. Bready, Pupil Personnel
William B. Marks, Transportation
T. H. Owen Knight, Pupil Personnel

Beginning in the 1947-1948 school year, a flood of additional staff began with frequent changes of titles. A listing will show both of these as well as the beginning dates for some who remained with the system:

June 1948	Richard E. Carpenter, Assistant Superintendent of School Property
June 1949	Eleanor L. Smith, Director of Personnel and Statistics
	K. P. Grabarkiewicz, Director of Maintenance
	George W. Barcel, Director of Custodial Services

Phoebe B. Martin, Director of Cafeterias
Mary L. Grau, Supervisor of Elementary Schools
Alice Lucille Robinson, Supervisor of Elementary Libraries

June 1950 Helen Bready, Supervisor of High Schools
Thomas W. Pyle, Supervisor of High Schools
Julia Watkins, Supervisor of Home Economics and Cafeterias

June 1951 Only one assistant superintendent, Richard E. Carpenter, is listed
William B. Evans, Supervisor of Elementary Schools
Hannah F. Hanway, Supervisor of Elementary Schools

June 1952 Richard E. Carpenter, Assistant Superintendent
Thomas W. Pyle, Assistant Superintendent for Instruction
James L. Prince, Assistant Superintendent for Personnel
Harold R. Packard, Supervisor of High Schools
Magdalen Eichbert, Supervisor of Elementary Schools
Clara G. Stratemeyer, Supervisor of Elementary Schools
Corelli A. David, Supervisor of School Lunch
Margaret T. Jones, Supervisor of Colored Elementary Schools (part-time)

June 1953 George V. Menke, Administrative Assistant
William B. Evans, Jr., Administrative Assistant
Brian Benson, Director, Comptroller
Richard Ream, Director of Transportation
Alice Nicewarner, Director, Personnel and Statistics
Otho Hawke, Director of Maintenance
Albert Rogers, Director, Custodial Services
Genevieve Blew, Supervisor, High Schools
Marion L. Schwartz, Supervisor, High Schools
Agnes Drewry, Supervisor, High Schools
Charles Horn, Supervisor, Elementary Schools
Elsie Schurter, Supervisor, Elementary Schools
Miriam Tannhauser, Supervisor, Special Education

June 1954 John M. King, Supervisor, Elementary Schools
Frank St. Clair, Jr., Director of Supporting Services

June 1955 Maud Arveson, Supervisor, High Schools
George L. Osterwise, Supervisor, High Schools
Lillian Klein, Supervisor, Elementary Schools
John T. Wise, Director of Custodial Services

June 1956 Brian Benson, Director of Finance
Lester Welch, Administrative Assistant to the Superintendent
Katherine B. Greaney, Supervisor, High Schools
Ethel L. Benson, Supervisor, Elementary Schools
Anne W. Caldwell, Supervisor, Elementary Schools
Grace M. Kurtz, Supervisor, Elementary Schools
James H. Sheldon, Supervisor of Construction

	James L. Mullinix, Supervisor of Maintenance
	Leonard T. Oass, Assistant Supervisor of Industrial and Adult Education
	Jane Warren, Assistant Supervisor of School Lunch
	Richard Grove, Assistant Treasurer
	Chester J. Petranek, Assistant Supervisor of Music
	Douglas Hall, Payroll Officer
	Maxwell E. Burdette, Director of Research
June 1957	Irma B. Dumford, Assistant to Assistant Superintendent in Charge of Personnel
	George L. Osterwise, Director of Secondary Schools
	Maxwell E. Burdette, Director of Educational Services
	Arthur D. Templeton, Director of Business Affairs
	Lester J. Welch, Assistant in Charge of Planning
	George V. Menke, Supervisor of Buildings and Grounds
	Sonia P. Brenner, Supervisor, Elementary Schools
	Elizabeth C. Wilson, Supervisor, Elementary Schools
	Marion Beckwith, Supervisor, High Schools
	William J. Fleming, Supervisor, High Schools
	Bob R. Nichols, Supervisor, High Schools
	Jacob Rabinovich, Supervisor, High Schools
	Richard E. Wagner, Supervisor, High Schools
October 1957	Forrest G. Shearin, Assistant in Personnel Department for Non-Instructional Personnel
	Thomas W. Pyle, Assistant Superintendent for Elementary Schools
	George L. Osterwise, Assistant Superintendent for Secondary Schools
	Maxwell E. Burdette, Assistant Superintendent for Educational Services
	Arthur D. Templeton, Assistant Superintendent for Business Affairs
	Russell Cory, Director of Purchasing
	John J. Jenkins, Assistant to Director of Construction
	Lester J. Welch, Director of Planning
	Richard B. Grove, Supervisor of Accounting
	M. Frances Mitchell, Supervisor, Elementary Schools
	Edmund T. Burke, Supervisor, Secondary Schools
	Noble V. Fritz, Supervisor, Secondary Schools
	Murray I. Andrews, Supervisor of Libraries
	Mary C. Singles, Supervisor of Home Instruction
October 1959	Dorothy B. Waleski, Assistant for Information and Publication
	John A. Permenter, Assistant Superintendent for Instruction
	Lewis W. Francis, Supervisor of Purchasing
	Corelli A. David, Director of Cafeterias
	Lester J. Welch, Director of Sites and Planning
	Earl L. Yates, Site Acquisition Aide
	J. Gordon MacDonald, Jr., Supervisor of Insurance and Federal Aid
	V. Wilson Campbell, Supervisor of Accounting
	Richard B. Grove, Assistant Comptroller
	William L. Broomall, Supervisor, Elementary Schools
	Edda J. Larimore, Supervisor, Elementary Schools
	Pauline A. Smeed, Supervisor, Elementary Schools
	Thomas V. Bilek, Supervisor, High Schools

Helen M. Johnson, Supervisor of In-Service Training Program
Barbara L. Riley, Assistant Supervisor of Physical Education

October 1960
John A. Permenter, Assistant Superintendent
George L. Osterwise, Director, Secondary Education
Rodney Tillman, Director, Elementary Education
William A. Early, Director, Curriculum Development
Brian Benson, Director of Finance
William G. Pyles, Director of Personnel
Maxwell E. Burdette, Director of Research
John P. Causey, Supervisor, Elementary Schools
Helen Johnson, Supervisor, Elementary Schools
Phillip Arsenault, Supervisor, Secondary Schools
Kieran Carroll, Supervisor, Secondary Schools
Paul Henry, Supervisor, Secondary Schools
Charles Proctor, Supervisor, Secondary Schools
Anton Suttora, Supervisor of Purchasing
H. Douglas Hall, Supervisor of Payroll and IBM
Wilton J. Kennedy, Assistant Supervisor of Payroll and IBM

October 1961
Richard E. Wagner, Acting Director of Secondary Education
James C. Craig, Director of Elementary Education
William A. Early, Director of Personnel
Paul A. Henry, Director of Administrative Services
Lester J. Welch, Director of School Facilities
Elaine Barnes, Director of Educational Services
Theophil K. Mullen, Supervisor, Elementary Schools
Martha Ann Satterfield, Supervisor, Elementary Schools
Sue M. Brett, Supervisor, Secondary Schools
Leadore D. DuBois, Supervisor, Secondary Schools
Ernest W. Snodgrass, Supervisor, Secondary Schools
William F. Brennan, Supervisor, Secondary Schools
Thomas W. Stevenson, Supervisor, Secondary Schools
James W. Jacobs, Curriculum Coordinator
John P. Causey, Assistant Director of Elementary Education
Ruth S. Gue, Assistant Director of Elementary Education
Helen P. Bready, Assistant Director of Secondary Education
Bob R. Nichols, Assistant Director of Secondary Education
Kenneth W. Rollins, Supervisor of Guidance
James H. Sheldon, Director of Construction
Edward T. Michaels, Director of Purchasing
James R. Shade, Director of Planning
Rufus C. Browning, Assistant Director of Personnel
Jerome L. Offutt, Supervisor of Operations and Safety
Samuel M. Goodman, Supervisor of Research
Robert McCord, Coordinator of Professional Advancement Program

PROFESSIONAL NEGOTIATIONS

This very recent addition to the *modus operandi* of MCPS has more of a background than most newer teachers recognize. While the term came into the vocabulary of the profession at the NEA Convention in Denver where the author was an MCPS representative and a member of the Resolutions Committee who actually suggested the term, such negotiations had long been a quiet feature of activities here, though no name was given them. Board Minutes for March 9, 1937, include:

> A study should be made in cooperation with the teachers' association of the county in which the Board of Education will provide for consultant services not to exceed $600 for the employment of expert authority in connection with the study of salaries.

Then again, on March 10, 1942:

> The teachers of Montgomery County appreciate the opportunity they have had to share in the formation of policies and to participate in the development of our county program of public education. This close, working relationship between teachers and the Board of Education has resulted in the unification of the program throughout the county and in making each teacher feel that his keen interest in current problems contributes to the success of the program.

From the 1930's on, a most active part of MCEA was the Socio-Economic Committee, charged with the development of salary schedules, school calendars, and fringe benefits. It always worked in close cooperation with the superintendent and members of the Board. A significant result of this cooperation was the adoption in August, 1944, of the cumulative sick leave plan which is still in effect today.

Before the Maryland Legislature passed the law in 1968 requiring formal professional negotiations, Superintendent Elseroad recommended to the Board on October 13, 1964, that it authorize negotiations with all employees. The results of professional negotiations are so current that a later compiler of this history must complete the story after much of the small detail and personalities have drifted away and the real values of the process can be properly assessed.

WORLD WAR II

As had its predecessor, World War II had a most noticeable effect on the schools. On January 13, 1942, the Board considered a request from an individual for a cadet corps in all high schools, but deferred action. On February 10, 1942, it deferred on the request of the Bethesda-Chevy Chase PTA to approve the principle of military training. There were still around some persons who remembered the waste and ineffectiveness of such a program at the then-named Montgomery County High School in the previous World War.

In April, 1942, the Board approved the use of school buildings for draft registration and the fingerprinting of all children by the FBI. This fingerprinting started experimentally with one class in Bethesda Elementary School but was never completed for all schools. In May, 1942, the superintendent reported to the Board that teachers had done the work of registering men for the draft and rationing sugar and gas. During the summer the ration board office was staffed by teachers on a volunteer basis and actually run by two principals, the author and W. G. Pyles. Both were asked to take the job, salaried for the duration of the war, but declined and returned to their respective schools in September. By midyear, both had become U.S. Navy officers. The staff of the schools was early hit by the call-up of reserve officers and the volunteering of most able-bodied men teachers. As the women's auxiliary groups were activated, women teachers left in sizable groups. Board Minutes each month listed teachers granted military leave. Each one was given one-half month's salary as a sort of temporary severance pay.

The establishment of the Army Map Service at Brookmont and the expansion of the Naval Hospital at Bethesda and the Naval Model Testing Basin at Carderock brought so many new people here that Public Housing Developments were planned. This caused a Board of Education ruling in March, 1943, which stated:

> That it became the policy of the Board of Education to not interrupt the schooling of County children enrolled in the public school by accepting pupils from the Government Housing developments, since it is the obligation of Federal Authorities to provide at Federal expense schools for the children.

A plan was worked out whereby a federal payment was made in lieu of taxes when housing developments were constructed in Cabin John and Glen Haven areas.

Within the first month of the war, the shortage of custodial personnel caused the Board to comment that:

> The program of cleaning being carried on by the children in the various buildings is greatly helping the conditions in the schools. As the war situation is more fully interpreted it is anticipated that the responsibility of the children in taking care of our schools will tend to increase.

In that same month, the Board turned over 20 per cent of all school typewriters for use in government services.

In the summer of 1942, school system personnel supervised Victory Farm Camps, a program in which urban youths were brought here to help with planting and harvesting farm crops.

In September, 1945, the Board received from the high school principals recommendations for a school for returning veterans. The program was approved at the next Board meeting in October. In actuality, the Montgomery Junior College developed out of this program.

As they returned from the armed services, the shortage of teachers was such that all were placed back in the schools. The state legislature amended the law so that all who came back into the schools directly from their leaves of absence were credited fully with continued years of service in the retirement plan. Board Minutes list returnees, but there are many omissions. Lester Welch and the author have laughed many times at their record therein. Both of them left with official permission, and no note was made of their return; but they are listed as appointees thereafter.

The total effect of this war on MCPS has never been evaluated. While many children missed out on some facets of learning while teachers were registering, rationing, selling war stamps, planting gardens, teaching air-raid wardenship, manning lookout posts to watch for aircraft, and doing the great variety of jobs given them, the total program did continue in such a way that there was a huge public demand for upgrading the whole system immediately following the war's end. Teachers who left for armed services followed the traditions begun with Nathan Hale and continued in 1861 and 1918, and nearly all of them returned to pick up where they left off. Teachers who remained on the job, with the volunteers who came in to help out, kept the system operating with less interruption than in 1863 or 1918 and wholeheartedly helped to develop the huge growth of the system which reached undreamed-of size by 1952 and did not even slow down until 1970. In 1947, MCPS was a consultant to the War Department on selection of textbooks for the overseas schools being established at military bases.

FRATERNITIES

The disturbance over fraternities was very noisy for a while but eventually blew over. It centered in the Bethesda-Chevy Chase High School with minor off-shoots in a few others. The organization of the clubs came in with the movement of so many families from the District of Columbia where high school fraternities had flourished for years. With their restrictions on membership and their activities, they were deemed improper in this system. In November, 1943, the Board requested from the state superintendent an "interpretation" on the matter. This was received by the Board in January, 1944; and regulations were adopted seriously limiting the right of members of these clubs to participate in school activity programs, especially those of an interscholastic nature.* With the broadening of extracurricular activities under direct schol supervision and with the spread of democratization among the county youth, the clubs ceased to have an impact.

CHILD STUDY

This program of professional study by teachers began in May, 1945, when the Board approved the plan for use in the county under Dr. Daniel A. Prescott of the University of Chicago. He later transferred to the University of Maryland; and by October, 1946, 362 teachers were enrolled in 31 groups each meeting during afterschool hours twice a month. Each participating teacher made a detailed study of one particular pupil of her class. The group discussions were held to these specific cases. Groups developed their own leaders who volunteered for additional training. A complete program ran for four continuous years. College credits, at both undergraduate and graduate levels, were made available at the University of Maryland. Eventually, nearly all teachers took some part in this program of staff development.

MONTGOMERY JUNIOR COLLEGE

In late 1945, a Committee on Organization of a Junior College was named. Membership on the committee consisted of Fern Schneider, high school supervisor; Thomas W. Pyle, principal of Bethesda-Chevy Chase High School; and Mary E. Roeming, Lucille Appleby, and Hugh G. Price, teachers at B-CC. The report of the committee was approved by the Board on May 14, 1946; and at the same time, the establishment of the school was authorized. Opening in September, 1946, as an afterschool program in the Bethesda-Chevy Chase building, 146 pupils were enrolled. These were mostly returned veterans. The school soon outgrew its limited quarters and hours. The old Bliss Electrical School plant in the Takoma Park-Silver Spring area was purchased, and all operations moved there in 1950. The same year Carver Junior College was organized for Negro pupils, using the Carver High School in afterhours programs. With integration, Carver was consolidated into Montgomery. The enrollment grew and 88 acres of land were purchased in Rockville for an additional site. Under a new state law, the Board of Education chose to divest itself of the college in January, 1969; and it now operates under its own Board of Trustees. A complete history of the college is available, having been prepared as a part of their twenty-fifth anniversary program.

CAFETERIAS

In Montgomery County, school cafeterias have their beginnings back in the time of the standardization of one-room schools, over 50 years ago, when provisions were included for serving milk at some of the schools. Then hot soup began to be prepared. Schools with wood-burning stoves were better for this than those with the pot-bellied coal-burners, since the top of the stove was larger and at a lower, more serviceable level. Many different things were tried by teachers, and any one which succeeded was quickly copied.

---

*Fraternity members tended to cooperate with other fraternity members on athletic teams to the detriment of the team as a whole.

The great depression of the early thirties spurred the development of hot lunch programs. In the high schools, this was a project to make the home economics classes more viable. In elementary schools, it usually became a PTA project with a volunteer committee of mothers. Space in elementary schools became a problem; sometimes the regular classrooms were the only possible dining areas. Since in many schools there was an assembly room later called the all-purpose room, the placement of a few light, very portable tables served the purpose. So still today the elementary school all-purpose room is built to serve as a dining area with fold-into-the-wall tables. Kitchens came to be built as a part of the designed program for all schools immediately after World War II. The limitations on food at home brought on by the ration card and the movement of mothers out of the home and into war activities are the two most important things which gave the school lunch program its greatest boost.

Official action by the Board regarding cafeterias appears in the Minutes of 1947. In September:

> The Board discussed the possibility of direct supervision of all school cafeterias by the Board of Education. A committee was appointed to make recommendation and report to the Board at its next meeting.

In December, 1948, cafeteria workers were required to come under the provisions of the workmen's compensation law. The committee, first established in 1947, reported in February, 1950, and recommended:

1. Partial payment by the Board of cafeteria managers' salaries
2. Liability insurance for all workers
3. All paid workers to be covered under the state retirement system

Financial control of cafeterias was assumed by the Board in November, 1954, when it required the establishment of a bank account for each school for the purpose of handling cafeteria funds.

The McKinsey Report, dated February 9, 1956, gave extensive attention to school cafeteria problems:

> Since the passage of the National School Lunch Act, the Montgomery County School System has participated in the Federal program. With this financial aid the Board has been providing an opportunity for each child in 78 schools to buy a well-balanced lunch at minimum cost by:
>
> > Providing kitchens, and equipment
> > Employing four people to supervise cafeteria activities and maintain records
> > Agreeing annually with the State Board to conform to State and Federal requirments.
>
> The cafeterias are a large business operation. Over 2 million lunches and 66 million milks (½ pints) were served during the 1954-55 school year by 266 employees and an unknown number of volunteers. For this period, cash receipts of $1.2 million were applied as follows:

Item	**Amount**	**Percent**
Food	$ 816,298	68
Wages of managers and assistants	317,345	25
Equipment	57,995	5
Surplus retained for working capital	10,382	1
	$1,202,020	100

These expenditures do not represent the total cost of cafeteria operations. Costs of kitchens, dining rooms, major items of equipment, maintenance, transportation, and utilities are carried by the School Board. These costs are not readily ascertainable.

During the past five years, two Board committees have reviewed school lunch policies and their administration and recommended improvements. These study groups recommended that the Board assume more responsibility for cafeteria operations and provide the staff needed for administering a county-wide program.

As a result of the 1951 committee review, the Board –

1. Employed a Director [of] School Lunch Room services (the present Supervisor) to:

    (a) Employ personnel and established their salaries in cooperation with principals and PTA's

    (b) Maintain certain minimum standards of nutrition and sanitation

2. Accepted as goals, recommendations designed to hold the Supervisor responsible for:

    (a) Personnel policies
    (b) Banking and disbursing funds
    (c) Procuring supplies and equipment
    (d) Designating low-price supplies
    (e) Planning menus and ordering commodities for small schools

Except for procuring bread by contract for all cafeterias, handling payroll for all cafeteria employees, and disbursing all funds for 25 schools on the 'IBM' system, none of the above goals have been achieved.

Remaining weaknesses stem from a failure of the Superintendent and Board to accept full responsibility for cafeteria operations and to let school officials, parents, and taxpayers know what can reasonably be expected. Specifically, there continues to exist –

1. Divided responsibility among the Board and its staff, school principals, cafeteria managers, and PTA's for cafeteria operations.

2. Excessive costs from retail purchasing.

(a) Divided Responsibility

No one individual can be held responsible for the effective economic operations of cafeterias. In many instances, desires of PTA's, principals, or circumstances such as a low enrollment affect the success of the operation.

The only elements of control that exist are:

1. Federal nutritional and reporting requirements must be met to qualify for grants-in-aid and surplus commodities.

2. Costs must be maintained within the 30-cent price per meal established by agreement with the State Board.

3. Sanitary regulations must meet County Health Department standards.

Managers are hired in cooperation with principals and PTA's. The degree to which principals and parents are interested in cafeteria operations determines the influence they exercise over personnel. In some instances, cafeteria managers have become attached to principals and have had to be transferred (along with some of their employees) when principals were transferred. In other instances, cafeteria managers have become essentially independent operators.

A sample of 15 schools shows that participation in the program varies between 21 and 65 percent. A manager's principal incentive is to operate at a 'profit.' If she can accumulate surpluses she may qualify for an increase in salary, or additional supplies and equipment may be procured to ease her task. Principals and cafeteria managers control the disposition of surpluses. On the other hand, 7 of the 71 participating schools experience net deficits last year. Others spent amounts varying up to $6,000 for equipment because their operations were 'profitable'—not because their need was relatively greater.

(b) Opportunities for Savings

Each cafeteria manager purchases food, supplies, and equipment. Some items are procured from wholesale houses, but most schools do not consume the volume of food and supplies that would permit bulk purchasing. Many managers shop for vegetables and other perishables at the local grocery or supermarket.

A comparison of prices paid by one school with those of a nearby system that uses a central purchasing plan indicates the following variances:

Item	Cost to Montgomery County School	Cost to Nearby School
Hamburg	45¢/lb.	35¢
Frankfurters	75¢/doz.	40–45¢
Potatoes	6½¢/lb.	2.8¢
Stew meat	60¢/lb.	45¢

We were unable to compare quality. However, the nearby school used Department of Agriculture specifications. Hence, a higher quality than is required may account for part or all of these differences.

RECOMMENDATIONS

Improvements in cafeteria operations can be effected by –

1. Having the Board issue a clear-cut statement of objectives and policies
2. Placing full responsibility for all cafeteria operations in the Manager of Cafeterias
3. Centralizing the activities of finance, personnel, menu planning, and purchasing to achieve uniformly high standards and potential savings

(a) Objectives and Policies

The board has stated 'the school lunch service is an integral part of the program for the schools and should be included in plans for the administration of the school.' In 1954, a Board committee on cafeterias recommended that:

1. Kitchen facilities be provided in elementary schools where (a) the need (for free or reduced price lunches) is obvious, regardless of size, and (b) the size of the school and apparent expected participation warrants
2. Space be provided for kitchens with roughed-in provision for utilities in smaller elementary schools so that hot lunches can be served when warranted by (a) expansion in size, or (b) community and school feeling
3. Income from all school cafeterias be pooled and surpluses used to continue necessary operations that cannot avoid deficits.

We recommend that the Board accept as its policy these and other recommendations. Having assumed responsibility for a school lunch program, the Board should provide for carrying out a County-wide program wherever it is needed and can reasonably be supported. The Supervisor of School Lunch has found from experience that financial success of a cafeteria can be assured only in schools of 14 or more classrooms. Neighborhood schools where children can walk home to lunch need not participate in the program unless the community requests the service and will permit pupil participation to the extent that the cafeteria would be 'self-supporting.' Where children are transported long distances and are away from home long hours, the stated objectives of the Board requires [sic] the operation of cafeterias.

(b) Centralizing Authority and Responsibility

In Chapter 2, we recommend that a Manager of Cafeterias be delegated full authority over all cafeteria operations. This means that she should have authority to employ and dismiss all personnel and establish and enforce standards and procedures, such as menu planning, purchasing practices, etc. It also means that surpluses, after reasonable provision is made for working capital, should be apportioned or applied to schools on the basis of need——not the ability to accumulate.

Centralizing authority and responsibility for cafeteria operations does not imply that parents and PTA's should cease to contribute services or funds and supplies. In fact, such contributions should be encouraged and can be made under the same circumstances as in the past.

Cafeteria Managers are rewarded largely on the basis of their ability to produce surplus funds despite the fact that the accumulation of surplus is not attributable wholly to the efforts of cafeteria managers. Such surpluses arise as a result of prices charged, food contributed, efficiency of cafeteria equipment, and the value of service rendered by PTA's. None of these factors are controlled by cafeteria managers. Operating standards established by the Manager of Cafeterias should be maintained by each cafeteria manager. Maintenance of these standards and quality of performance of each job should provide a basis for reward. Performance need not be measured only in dollar and cents terms.

(c) Centralizing Activities

To achieve the full benefits of centralization, we recommend that the Manager of Cafeterias –

1. Cooperate with the Comptroller in expanding the disbursing services now being rendered to 25 schools participating in the program

2. Develop, in cooperation with the Assistant for Personnel, job descriptions for each type of position (e.g., Cafeteria Manager, Cook, Kitchen Helper), classify these positions in terms of relative degree of responsibility, establish salary ranges for each, and plan for gradual placement of all positions at appropriate salary levels.

3. Establish a system for controlling menu planning throughout the County or in each major area. This is essential to maintain control over standards and to minimize costs. It does not imply rigid standardization. We recommend that once each month the Manager of Cafeterias meet with a different group of cafeteria managers to permit each Manager to participate in menu planning at least once during the school year.

4. Purchase (food, supplies, and equipment) for the entire system, to the extent practicable. Once standards have been established and menus planned in advance, most requirements will be uniform and predictable. Specifications should be established for all items. Then bids should be requested for the supply of commodities. Open-end contracts can be entered into with wholesalers, deliveries sheduled weekly, bi-weekly, or monthly.

   Cafeteria managers can order from these wholesalers. Thus the Board will not need to provide and finance central storage and distribution.

CAREER RECOGNITION

Dr. Whittier, who became Superintendent on August 1, 1957, soon showed his wealth of innovative ideas. One of these was labelled "Career Recognition" usually, but sometimes it was called "Merit Pay." Upon his recommendation, the Board, in April, 1958, established a Personnel Advisory Committee to study the plan.

This committee reported in March, 1959, and received the Board's appreciation for its untiring efforts and for its many contributions with respect to improving the quality of instruction. In July, $300 was appropriated for payment of expenses for two members of this committee to study the plan for a week at Syracuse University.

In April, 45 persons were named to an Advisory Committee on Teacher Classification and Career Recognition to study and make recommendations for implementing proposals. In June, Angela Darby was appointed as teacher-secretary to the Career Evaluation Board. The Board of Education formally adopted the Career Recognition Plan as presented in a lengthy manual dated August 24, 1959.

The plan required a very detailed application from each teacher who desired Career Recognition with its consequent salary increase. The basic requirements included:

1. A master's degree
2. Five years' teaching experience
3. A favorable evaluation by principal and supervisor
4. Evidence of wide interest and participation in Montgomery County's educational system

By January, 1960, the first round of applications had been completed; and 251 teachers received the higher salary placement. But objections to the plan began to be heard. These included:

1. The limitation of the master's degree excluded many long-time highly competent teachers
2. The personal element of the approval by the principal and supervisor was too strong
3. The paper work of filing an application was too laborious
4. Only the egotistical teacher would submit all the self-lauditory comments expected
5. Little objective evidence of teaching success showed through the application

The applications were first screened by five members of the Advisory Committee, all of whom were teachers, principals, or supervisors. These five-member groups were constantly rotated so that seldom, if ever, did the same five evaluators serve on more than one application. Three of five members could approve, but from personal recollection this rarely happened. A rejected application had to show reason or reasons for denial. The teacher was privileged to resubmit or revise the application for an Appeal Board of five members selected from the Advisory Committee, but none who served for the earlier evaluation of a teacher was eligible for the appeal.

New applications and successful appeals constantly increased the number of teachers achieving status in the plan. Three were added in April, 1960; 60 in the next August; 39 in November; and so on until by September, 1962, there were 788 teachers on the Career Recognition salary scale. Principals and supervisors were not eligible for such placement.

The system was revised several times. One change removed the master's degree restriction. Another involved credit for earlier experience and activities in other school systems. The conservative members of the then sitting Board recognized many objections being raised to the Career Recognition Plan which was generally accepted by the Montgomery County Education Association. A new group of teachers, disagreeing in many ways with MCEA, organized a Classroom Teachers Association, was recognized by the Board of Education president, and frequently presented its views at Board Meetings. In December, 1963, CTA presented several recommendations to the Board. Discussion of these consumed most of the time of a meeting on January 24, 1964; and one week later the Minutes show a resolution:

> That the Board of Education abolish the Career Recognition Program, and that steps 11-14 on this salary scale will become steps 11-14 on the regular Teachers' Salary Schedule.

The added steps on the salary schedule for all teachers caused the demise of Career Recognition; and it passed on into educational history with few, if any, mourners.

FINGERPRINTING

Another disturbance for many of the MCPS personnel was the imbroglio over fingerprinting and the use of the files containing the data. After a few cases of misconduct on the part of some employees of MCPS, the Board of Education received on February 23, 1960, a recommendation from the County Grand Jury that all its employees be checked by the Montgomery County Police Department. In an apparent attempt to forestall this, the Board of that date adopted a policy requiring fingerprinting as a condition of employment. Also, identification cards were to be carried by all employees.

There was some delay in securing equipment to do this work, and the argument grew with charges that Superintendent Whittier was deliberately stalling in his efforts to evade the intentions of the State's Attorney and his conservative Board members. On May 27, 1963, the Board ordered all fingerprinting records sent to the County Police Department for checking and return. All future fingerprinting of MCPS employees was to be handled by the police. MCEA had been very agitated by the matter and appealed to the state superintendent of schools who invoked his visitorial powers and ordered a stay in police fingerprinting until consideration by the State Department of Education. In spite of this, the local Board ordered immediate implementation of its plan.

MCEA and MSTA backed a suit in Circuit Court to halt the procedure, but the local judge ruled for the Board of Education (MC Equity #26,972). The case was appealed. The AP story of May 5, 1964, very correctly summarized the whole case.

> The Maryland Court of Appeals today upheld authority of the State Board of Education to prevent fingerprint records of school teachers from being turned over to county police for general review.
>
> The State Board's authority in such a policy matter is absolute, the seven-judge court ruled.
>
> The Court directed the Montgomery County Circuit Court to issue an injunction prohibiting the County School Board from turning over to police the fingerprint records of some 7000 Montgomery teachers and school employees.
>
> The Montgomery School Board, by a 4-to-3 decision that later was overruled by the State Board, decided last May 27 to submit the records to County police for general review as a matter of policy. At present they are screened by the FBI and returned to individual teacher files, where they are kept confidential.

Teachers appealed to the State Board of Education, which overruled the local Board and unsuccessfully sought an injunction before Judge Ralph Shure. Judge Shure held the State Board lacked authority.

In reversing him, the Court of Appeals said in an unanimous opinion, that State law invests the State Board of Education 'with the last word on any matter concerning educational policy or the administration of the system of public education.'

'The problem of screening employees is one of administrative policy, and the mere fact that the solution is initially within the scope of the County Board's authority does not negate the power of the State Board to review it and set it aside,' the Court said.

'Whether the action of the State Board was wise or unwise, it was not unrelated, we think, to the problem of teacher procurement.

'The indiscriminate referral of fingerprint records to the local police is an invasion of privacy to which many teachers, the Montgomery County Education Association and the State Teachers Association, object, whether or not they have any legal ground or complaint.'

Noted in the following are several interesting items from the Board Minutes during the 44 years between 1921 and 1965:

September 13, 1921, Trustees at Dickerson lent the Board $1,000 to put their school in proper sanitary condition.

October 11, 1921, Superintendent Broome to give a course at State Normal School this winter.

April 11, 1922, "Mrs. Lamar asked the Board to consider ruling prohibiting the use of school buildings for public dances. The Board discussed the matter and ruled that permission for the use of the school building would be granted only upon the recommendation of local trustees in so far as the Board should grant the permissions."

August 8, 1922, "The Board authorized the payment of maintenance for electrical systems, if the community of a school wishes to install the system at its own expense."

March 13, 1923, Authorized the purchase of rugs for Board offices.

January 8, 1924, Total county bonds outstanding $280,500, of which $215,000 were school bonds.

February 19, 1924, Adopted bond request of $9,000 for building of a storage house and $5,000 for supplies to carry on hand.

April 26, 1924, "Montgomery is the first county in the State that has given its high schools continuous professional supervision. /s/ Albert S. Cook, (State Superintendent)."

January 22, 1925, "The plan for starting an upgraded room at Woodside for children not doing the regular school work was discussed by the Board. It being understood as a beginning to solve the problems for such pupils."

December 8, 1925, Adopted book plate for library books as recommended by Mrs. Fred Kiplinger of Federation of Women's Clubs.

July 12, 1926, Kindergarten teachers assigned to Chevy Chase, Takoma Park, Woodside, Kensington, and Bethesda.

December 12, 1928, "The question of exchange of Christmas gifts in the schools was discussed by the Board of Education. The Superintendent was directed to express by letter to teachers the feeling of the Board that giving of presents at Christmas should be discouraged in the schools. While the Board felt it had no right to undertake to control the sentiment of children or teachers, that the embarrassment arising where presents are distributed in the schools could be prevented if the matter were brought to the attention of the teachers in a friendly suggestion. The Board felt the matter of gifts should not be a part of school life."

June 11, 1929, "A resolution from the Federation of Women's Clubs asking that Maryland flags be displayed in the schools was brought to the Board."

February 9, 1932, "The Board directed that a communication commending the teachers of the County be sent to each teacher in order to express the high appreciation of the Board on the plan inaugurated by the Montgomery County Teachers' Association, in which the teachers are volunteering to contribute one day's salary for each of the next three months to help with the unemployment relief in the County."

March 9, 1937, Edgemoor Citizens Association asks that the county provide a supervisor for playground during summer vacation. Board agreed to use of school property but not to undertake to provide supervisors.

May 14, 1940, Young Men's Democratic Club of Chevy Chase advocated the playing of football in county high school(s).

July 9, 1940, "Principals and Teachers are prohibited from giving out mailing lists of pupils enrolled in the schools unless first approved by the Board of Education."

September 20, 1940, Military Service added to the bylaw as a reason for leave of absence for teachers. One-half pay for a period not exceeding 20 days authorized for those called on Military Service.

November 12, 1940, "The request to the Board of Education to oppose a low cost housing development in the County was considered. The Board ruled that its position is to interpret to the proper authorities the educational implications of such development and not to determine policies which do not fall within the field of the Board of Education work."

September 9, 1941, Eighty teachers worked voluntarily in the Summer Curriculum Workshop in Rockville Elementary building and produced 31 course of study bulletins.

July 14, 1942, Summer school at Bethesda-Chevy Chase enrolled 128 pupils in English, U.S. History, Algebra, and Commercial work.

June 8, 1943, Hired a plumber as a full-time employee.

October 8, 1946, Authorized payment for insurance to cover boys playing football.

June 10, 1947, Under a new law schools will be required to report their financial transactions in excess of $250 for all funds raised and disbursed by the school.

June 10, 1947, Montgomery County was used for a pilot study of school plant fire safety with the U.S. Office of Education and the National Fire Prevention Association.

September 26, 1947. Dr. Engelhardt was very much in favor of venetian blinds for school use.

November 11, 1947, Decided to buy mowing machines for all schools.

November 11, 1947, Ruled that games conducted by the schools are a school function and not to be taken over by the PTA's either for direction or the raising and spending of money.

November 11, 1947, Considered the establishment of a special school for children not fitted for the regular educational program.

May 11, 1948, Sixteen schools approved as summer recreation centers by Maryland-National Capital Park and Planning Commission.

July 13, 1948, "Decided to substitute for Social Studies as heretofore organized, the separate subjects composing this field of study made up of history, geography, civics, science and current events separately identified for each grade, and thus provide more concrete material for teachers and pupils."

July 22, 1948, Agreed to turn over State School Construction Incentive Funds to County Commissioners on account of debt service charges.

July 14, 1949, "The Board expressed its appreciation for the way the principals and teachers are encouraging and promoting citizenship, the respect for and belief in the American way of life, and good behavior being practiced by the students with particular emphasis being devoted to community living, respect of property, and freedom from anti-social behavior of any kind. The Board expressed concern for the need for still further expansion of this program and for the part that the home has to share with school and community in its furtherance."

June 14, 1949, Authorized the establishment of a school for cerebral palsy children.

September 13, 1949, "Requested Park and Planning Commission to set up regulations in accordance with Section 21 of Chapter 582, Acts of 1949 (Maryland State Legislature), which would set aside areas for future school sites at the time the area was subdivided and the plats approved."

October 11, 1949, Sick leave, holidays, and annual leave were established for central office personnel.

December 13, 1949, "A plan has been adopted for consolidating all the colored schools into a few modern buildings. The first of these buildings will be opened near the mid-year of this school session. This school is located at Emory Grove. The consolidated elementary school located in Rockville is under construction and will be ready for next September."
"It is expected that all the new buildings will be provided for in the next year or two."

June 13, 1950, Board sanctioned the idea of organizing a Credit Union by the Teachers' Association.

September 12, 1950, Approved plans to use Rockville Negro Elementary School (Lincoln) buildings and grounds for maintenance activities after new consolidated school is opened.

August 14, 1951, Enrollment in first elementary summer school, 179.

September 11, 1951, "The request of the Lone Oak Elementary School that the Board buy furniture to equip a teachers' room was denied by the Board in accordance with its policy."

December 9, 1952, Authorized rental of IBM machine.

March 3, 1954, First listing of speakers (15) at budget hearing.

July 7, 1954, Contracted with the National Institutes of Health covering tutoring of children who are patients there.

May 23, 1955, Deferred action on superintendent's recommendation to honor retiring teachers with a gift of $10 for each year of service.

February 24, 1958, "It is the policy of this Board that flood lights not be installed on athletic fields of any schools."

October 14, 1958, Bleacher seats on athletic fields at high schools in Montgomery County approved at no cost to the Board of Education if specifications are approved by the superintendent and the project is supervised by the director of construction.

September 28, 1959, Approved pilot program of lunch time assistance at Lone Oak School.

May 20, 1960, Established the Divisions of School Facilities, Site Acquisition, and Planning.

November 28, 1960, "That the policy of this Board is to provide air-conditioning in secondary schools in a part of or the entire building on a regional basis to serve the needs for summer programs for students and professional personnel."

July 19, 1961, "That no firm, organization, or individual will be given permission to place advertisements of any nature on school grounds."

October 21, 1963, Summer school enrollment report:

Elementary	3,651
Secondary	6,536
Junior College	529

November 12, 1963, "That forthwith any facility presently existing on school premises for the smoking convenience of students be eliminated."

June 21, 1965, Tax Sheltered Annuity Program adopted.

CONCLUSION

If there is showing in these pages a glow of pride in the achievements of the public schools of Montgomery County, it is intentional. After a total of 62 years, as boy and man, spent in this system, there exists a strong feeling of admiration for the people who started and courageously maintained what has become a monumental work.

Farquhar's Report in 1861 is true today in that:

> We readily admit the imperfections you will discover there.
>
> Look at the limited means in proportion to the work to be done.
>
> Consider the great end of making provision for the means of education for all without bearing too heavily on the taxpayers of the county.
>
> Whatever else may be present, or be wanting, there can be no good school without a good teacher.

Holding to these concepts still today, over a century later, MCPS has made steady progress in the general direction of "Education for All." Textbooks have and will change, schools have grown into huge plants which are "open-spaced" and "one-room" again, consolidation of small schools has come about after many struggles with local groups who did (do) not want to lose their (our) school, and teachers' salaries have been equalized as to sex and race of teachers as well as for grades and subjects taught. Wars––Civil, Spanish-American, World, Korean, Viet Nam––passed on, leaving their marks in disruption and changed subject matter. But always the public school system has grown from its travail.

Now for the younger educators, if any read this, it is hoped that many will take up the way those earlier ones strove. There is much to be done in carrying forward to the original goal. Innovations come and go, gaining the limelight and arousing discussion. But it is the hard, persistent effort that achieves the end still sought, "Education for All."

APPENDIX

APPENDIX 1

MONTGOMERY COUNTY BOARD OF EDUCATION NAMED BY LEGISLATIVE ENACTMENTS

1817 Thomas Fletchall
William Brewer
Henry Warring
Howard Griffith
William Carroll
Thomas Gittings
Upton Beall
Thomas P. Wilson
Robert P. Magruder

1821 Upton Beall
Thomas A. Brook
William Wilson
Howard Griffith
John H. Riggs
William Wilson of John*
George B. Hays
Thomas T. Wheeler
Basil Darby
John Rabbit
Thomas Gittings

1824 **Rockville**
William Wilson
William Scott
Thomas Brook
George C. Washington
Alaxerses Fisher

Goshen
Major Ephraim Gaither
Colonel John R. Riggs
Joshua Dorsey
Richard Griffith
Thomas Davis

Medley's
Doctor William Brewer
Daniel Trundle
William Darne
John Pool, Jun.
Godshear Douglas

Clarksburg
William Wilson of John*
Captain Levi Phillips
Greenberry Griffith of Howard
Baker Waters
James Day

Berry's
Thomas Gittings
Richard Ross
Thomas Waters
Doctor Henry Howard
Doctor John Bowie

1826 Ephraim Gaither
Richard H. Griffith
James Day
Baker Waters
William Brewer
Elisha W. Williams
Thomas P. Wilson
Otho Magruder
Roger Brooke
Thomas Gittings

1860 Basil B. Crawford
Leonidas Wilson
Isaac Young
Robert W. Carter
William H. Farquhar

---

*William Wilson of John was his signature. It might be read "William Wilson son of John Wilson." There were other William Wilsons living, and this old English custom was widely used in Montgomery County.

APPENDIX 2

OTHER SPECIFICATIONS FOR NAMING BOARD MEMBERS

1817	Levy Court to appoint seven trustees in each election district.
1826	Levy Court to appoint nine commissioners of primary schools.
1831	Levy Court to appoint three as school commissioners in each election district.
1839	County Commissioners to appoint one manager of primary schools in each election district.
1840	County Commissioners to appoint three managers of schools in each election district.
1862	County Commissioners to appoint the Board of School Commissioners.
1886	Governor to appoint three persons as the Board of School Commissioners.
1906	Governor to appoint six members as the Board of County School Commissioners.
1907	Seven-member Board to be elected at general elections.

APPENDIX 3

MEMBERS OF BOARDS OF SCHOOL COMMISSIONERS AND BOARDS OF EDUCATION

Term Began	Name	Term Ended
Named in the Act of February 27, 1860--		
April 4, 1860	Wm. H. Farquhar, President	April 4, 1864
April 4, 1860	Robert W. Carter	April 4, 1864
April 4, 1860	Isaac Young	August 7, 1860
April 4, 1860	Basil B. Crawford	Declined to serve
April 4, 1860	Leonidas Wilson	Declined to serve
Appointed by Judges of the Orphans' Court--		
April 17, 1860	Robert Sellman	April 4, 1864
August 7, 1860	C. Ross Veirs	April 2, 1861
April 2, 1861	George W. Chiswell	October 7, 1862
October 7, 1862	George W. Dawson	November 11, 1862
January 6, 1863	Thomas Lansdale	April 4, 1864
April 4, 1864	James Williams	July 10, 1865
April 4, 1864	Philip G. Griffith	July 10, 1865
April 4, 1864	Joseph C. White	July 10, 1865
April 4, 1864	N. D. Offutt	July 10, 1865
April 4, 1864	Charles Abert, President	July 10, 1865
July 10, 1865	Wm. H. Farquhar, President	April 27, 1868
July 10, 1865	Charles Abert	April 27, 1868
July 10, 1865	John T. DeSellum	April 27, 1868
July 10, 1865	Frederick A. Dawson	April 27, 1868
July 10, 1865	Daniel T. White	Declined to serve
August 31, 1865	John N. Soper	April 27, 1868
Appointed by County Commissioners--		
April 27, 1868	William Musser, President	January 4, 1870
April 27, 1868	Basil B. Crawford	June 16, 1868
April 27, 1868	William T. Jones	January 4, 1870
April 27, 1868	Samuel T. Jones	January 4, 1870
April 27, 1868	Raymond W. Burche	January 4, 1870
June 16, 1868	Walter M. Talbott	January 4, 1870
Elected at general election--		
January 4, 1870	Silas W. Davis	January 2, 1872
January 4, 1870	Samuel Jones, President	January 2, 1872
January 4, 1870	Edward Lewis	January 2, 1872
January 4, 1870	Isaac Young	January 2, 1872
January 4, 1870	Thomas Waters	August 23, 1870
August 23, 1870	Benjamin D. Carr	January 2, 1872

APPENDIX 3 (cont.)––page 2

Term Began	Name	Term Ended
Appointed by Circuit Court Judges––		
January 2, 1872	Samuel Jones, President	January 6, 1880
January 2, 1872	William T. Jones	January 6, 1880
January 2, 1872	Walter M. Talbott	January 6, 1880
January 6, 1880	Allen Bowie Davis, President	May 1, 1886
January 6, 1880	Henry Renshaw	May 1, 1888
January 6, 1880	Richard T. White, President, 1886	May 1, 1888
Appointed by the Governor of Maryland––		
May 1, 1886	Thos. J. Holland	August 4, 1896
May 1, 1888	John H. Gassaway, President	August 4, 1896
May 1, 1888	William E. Mannakee	August 4, 1896
August 4, 1896	James E. Williams	May 15, 1900
August 4, 1896	William B. Mobley, President	August 11, 1898
August 4, 1896	John G. England	May 15, 1900
August 4, 1898	Chas. F. Kirk	May 15, 1900
May 15, 1900	George R. Rice, President	May 9, 1908
May 15, 1900	Crittenden King	May 7, 1906
May 15, 1900	James E. Ayton	May 10, 1904
May 10, 1904	Roger Brooke Farquhar	May 5, 1914
May 7, 1906	George H. Lamar, President	April 27, 1912
May 7, 1906	Hazel W. Cashell	November 15, 1909
May 7, 1906	Zadoc M. Cooke	May 9, 1922
May 7, 1906	Dr. J. H. Stonestreet	February 9, 1909
May 9, 1908	Milford Offutt	May 3, 1916
February 9, 1909	Dewalt J. Willard, President	May 3, 1916
March 8, 1910	Clagett C. Hilton	April 27, 1912
April 27, 1912	Dr. Ryan Devereux, President	April 13, 1915
May 8, 1912	Columbus W. Day	May 14, 1918
May 5, 1914	Dr. John Gardner	December 28, 1915
May 5, 1914	Charles T. Johnson	May 10, 1920
April 13, 1915	Stanton J. Peelle, President	May 14, 1918
May 3, 1916	Dr. James E. Deets, President	May 13, 1930
May 3, 1916	Dr. Warren Price	May 9, 1922
May 14, 1918	Joseph E. Janney	June 12, 1925
May 14, 1918	Ledoux E. Riggs	October 14, 1924
May 10, 1920	Mrs. A. Dawson Trundle	February 17, 1925
May 9, 1922	Dr. George L. Edmonds	July 11, 1933
May 9, 1922	Thomas C. Darby, President	July 12, 1938
October 14, 1924	Mrs. Walter Perry	December 8, 1931
February 17, 1925	Mrs. Julian Waters	June 14, 1936
July 14, 1925	Wm. H. McCeney	May 1, 1934
September 8, 1931	George W. Davis	May 11, 1937
February 9, 1932	George P. Sacks	June 11, 1935
June 12, 1934	Mrs. Julian Walser, President	May 8, 1945
January 8, 1935	Julius P. Stadler, President	May 1, 1945

APPENDIX 3 (cont.)—–page 3

Term Began	Name	Term Ended
June 11, 1935	Dr. E. F. Kohman, President	August 10, 1937
June 14, 1936	Mrs. Julius Hall, President	May 1, 1942
May 11, 1937	Elmer E. Boyner	March 14, 1939
August 10, 1937	Jack T. Irwin	June 10, 1941
July 12, 1938	J. Upton Leamon	May 1, 1944
May 9, 1939	F. Kinsey Metzger, President	June 12, 1946
June 10, 1941	Albert W. Walker	May 11, 1943
May 12, 1942	Mrs. Helen C. Walker, President	January 11, 1949
July 13, 1943	Arthur B. Joseph, President	July 5, 1950
March 13, 1945	H. Stanley Stine, President	December 2, 1952
August 14, 1945	Mrs. Helen P. McK. Hauck	June 1, 1947
July 9, 1946	James W. Gill	May 9, 1950
September 10, 1946	Mrs. Durward V. Sandifer, President	June 9, 1953
January 8, 1947	Mrs. Herman Wilson, President	April 10, 1951
January 11, 1949	Wylie W. Barrow	November 10, 1958
May 9, 1950	Mrs. Ben Baylor, President	September 2, 1953
July 11, 1950	Thomas S. Jackson, President	December 9, 1952
June 12, 1951	Roy Tasco Davis	August 16, 1953

Elected at General Elections

Term Began	Name	Term Ended
January 8, 1953	William F. Bullis	January 2, 1959
January 8, 1953	Harrison King	January 2, 1959

Appointed by remaining Board Members

Term Began	Name	Term Ended
June 22, 1953	Willard G. McGraw, President	February 9, 1960
September 2, 1953	Mrs. John G. Scharf, President	December 13, 1960
September 2, 1953	Mrs. Willard Edwards	December 15, 1954

Elected at General Elections

Term Began	Name	Term Ended
January 3, 1955	Wayne Birdsell	January 2, 1959
January 3, 1955	Mrs. Rose C. Kramer, President	December 13, 1960
January 3, 1955	Lathrop E. Smith, President	January 2, 1959
January 2, 1959	Harold F. Breimyer, President	November 26, 1962
January 2, 1959	Paul C. Howard, President	November 26, 1962
January 2, 1959	Robert E. Morrow	November 26, 1962
January 2, 1959	William R. Thomas III, President	November 26, 1962
February 29, 1960	Dr. Clifford K. Beck, President, 1967	December 10, 1968
December 13, 1960	Mrs. Lucy Keker, President, 1968	December 10, 1968
December 13, 1960	Mrs. Lucille Maurer	December 10, 1968
December 3, 1962	Charles W. Bell, President, 1963	December 5, 1966
December 3, 1962	William E. Coyle, President, 1964	December 5, 1966
December 3, 1962	William I. Saunders, President, 1965	December 5, 1966
December 3, 1962	Everett H. Woodward, President, 1966	December 5, 1966

December 5, 1966	William L. Freienmuth, President, 1969	December, 1970
December 5, 1966	Mrs. Rosemary Hilberg	
December 5, 1966	Charles B. Saunders, Jr.	December, 1970
December 5, 1966	Laurence Wyatt	December, 1970
December 10, 1968	Mrs. Marillyn Allen	
December 10, 1968	Thomas Israel	
December 10, 1968	William G. Colman	

APPENDIX 4

MANAGEMENT HEADS OF THE MONTGOMERY COUNTY PUBLIC SCHOOLS

Date	Name	Title
April 17, 1860	Robert W. Carter	Treasurer
April 4, 1864	Joshua Dorsey	Treasurer
May 24, 1865	Richard M. Williams	Secretary and Treasurer
April 27, 1868	James Anderson	Secretary, Treasurer and Examiner
January 6, 1880	Samuel R. White	Secretary, Treasurer and Examiner
May 1, 1888	John J. Higgins	Secretary, Treasurer and Examiner
August 4, 1896	Cooke D. Luckett	Secretary, Treasurer and Examiner
August 11, 1898	Willis B. Burdette	Secretary, Treasurer and Examiner
August 25, 1900	Samuel R. White	Secretary, Treasurer and Examiner
July 26, 1904	Samuel R. White	Superintendent
August 14, 1906	Earle B. Wood	Superintendent
January 12, 1914	Edwin W. Broome	Acting Superintendent
May 5, 1914	Willis B. Burdette	Superintendent
August 1, 1917	Edwin W. Broome	Acting Superintendent
December 19, 1917	Edwin W. Broome	Superintendent
August 1, 1953	Forbes H. Norris	Superintendent
August 1, 1957	C. Taylor Whittier	Superintendent
August 1, 1964	Homer O. Elseroad	Superintendent

APPENDIX 5

TOTAL NUMBER OF PUPILS ENROLLED

(Sources – State Department of Education Annual Reports except for latest years when Annual Budget Requests are used. Other sources may vary as different dates are used for the calculation.)

Year Ending June		Year Ending June		Year Ending June	
1890	5,737	1915	6,805	1940	15,096
1891	5,899	1916	6,936	1941	16,063
1892	5,863	1917	6,675	1942	16,977
1893	5,953	1918	6,434	1943	17,642
1894	5,966	1919	5,976	1944	17,296
1895	6,165	1920	6,195	1945	17,310
1896	6,315	1921	6,380	1946	17,957
1897	6,402	1922	6,781	1947	18,445
1898	6,473	1923	7,031	1948	20,051
1899	6,605	1924	7,213	1949	22,643
1900	6,493	1925	7,549	1950	26,253
1901	6,513	1926	7,643	1951	30,529
1902	6,649	1927	8,321	1952	35,006
1903	6,577	1928	8,987	1953	40,236
1904	6,375	1929	9,271	1954	45,315
1905	6,220	1930	9,808	1955	50,546
1906	5,884	1931	10,294	1956	55,509
1907	6,341	1932	10,679	1957	60,710
1908	6,483	1933	11,358	1958	65,969
1909	6,506	1934	11,487	1959	71,705
1910	6,372	1935	11,831	1960	78,488
1911	6,543	1936	12,631	1961	
1912	6,341	1937	13,513	1962	90,600
1913	6,667	1938	13,714	1963	
1914	6,672	1939	14,334	1964	102,546
				1965	106,924

APPENDIX 6

ANNUAL EXPENDITURES FOR SCHOOLS

(Source––Maryland State Department of Education Annual Reports)

1890	$ 41,393.23	1915	$ 163,496.28	1940	$ 1,971,606.67
1891	50,629.27	1916	125,044,53	1941	1,887,064.53
1892	45,320.87	1917	180,341.91	1942	2,161,187.25
1893	50,780.71	1918	182,662.61	1943	1,908,708.37
1894	49,840.29	1919	162,646.17	1944	2,190,119.41
1895	51,171.53	1920	212,298.36	1945	2,437,770.83
1896	53,702.53	1921	316,513.05	1946	2,694,753.10
1897	59,862.41	1922	290,599.12	1947	3,998,809.39
1898	61,191.74	1923	355,133.27	1948	6,588,250.69
1899	56,867.97	1924	416,055.45	1949	8,585,134.66
1900	63,827.80	1925	679,182.61	1950	9,527,478.75
1901	63,181.15	1926	590,607.29	1951	12,703,048.62
1902	64,529.16	1927	528,203.33	1952	17,227,007.60
1903	66,354.43	1928	959,062.76	1953	20,797,087.34
1904	66,444.76	1929	1,193,643.45	1954	19,023,584.70
1905	97,259.26	1930	986,607.79	1955	21,725,184.01
1906	75,739.61	1931	834,316.69	1956	27,621,936
1907	68,915.12	1932	1,059,880.93	1957	33,391,384
1908	76,173.52	1933	820,550.24	1958	37,991,629
1909	90,750.28	1934	1,045,152.10	1959	42,382,737
1910	95,243.57	1935	1,616,541.37	1960	63,381,556
1911	118,355.62	1936	1,238,161.96	1961	79,722,363
1912	106,807.95	1937	1,620,552.44	1962	81,114,862
1913	114,838.40	1938	1,352,051.77	1963	67,384,488
1914	116,251.38	1939	1,596,536.53	1964	70,468,205
				1965	74,781,565

APPENDIX 7

DISBURSEMENTS FOR CAPITAL OUTLAY

(Source––Maryland State Department of Education Annual Reports)

1890	$ 2,044.05	1915	$ 11,376.28	1940	$ 508,685.21
1891	5,386.98	1916	2,408.87	1941	372,793.38
1892	1,429.50	1917	1,271.39	1942	506,312.46
1893	5,340.11	1918	33,245.89	1943	113,354.46
1894	2,701.06	1919	762.50	1944	153,135.25
1895	4,299.85	1920	12,633.28	1945	260,541.23
1896	6,509.78	1921	69,006.33	1946	249,506.63
1897	4,392.47	1922	8,902.14	1947	1,048,018.88
1898	4,996.26	1923	59,142.75	1948	1,987,388.01
1899	4,986.21	1924	84,647.43	1949	2,335,699.25
1900	3,095.85	1925	233,092.55	1950	3,374,690.58
1901	2,750.60	1926	217,994.56	1951	5,530,128.85
1902	2,551.42	1927	92,059.58	1952	8,105,076.96
1903	6,296.77	1928	441,101.19	1953	7,405,868.39
1904	10,017.13	1929	564,391.00	1954	6,202,655.37
1905	37,010.57	1930	275,648.00	1955	4,484,309.34
1906	11,472.96	1931	61,081.92	1956	7,770,939
1907	1,031.28	1932	221,495.36	1957	9,302,403
1908	2,953.92	1933	31,263.48	1958	9,723,925
1909	10,673.48	1934	285,863.43	1959	8,779,026
1910	6,561.58	1935	735,837.18	1960	13,185,549
1911	19,908.89	1936	227,746.87	1961	16,030,974
1912	3,349.45	1937	583,673.67	1962	15,119,966
1913	5,438.99	1938	161,305.92	1963	15,017,743
1914	20,392.41	1939	269,669.73	1964	14,835,755
				1965	12,976,383

APPENDIX 8

TOTAL TEACHERS' SALARIES

(Source––Maryland State Department of Education Annual Reports)

1890	$ 34,568.83
1891	40,401.25
1892	38,044.11
1893	38,641.72
1894	39,448.32
1895	39,114.62
1896	38,850.18
1897	43,264.06
1898	39,620.60
1899	46,047.20
1900	47,718.10
1901	47,664.79
1902	49,097.81
1903	46,175.91
1904	45,038.07
1905	50,784.83
1906	50,482.97
1907	53,183.25
1908	55,044.22
1909	59,242.89
1910	58,353.06
1911	62,246.83
1912	63,671.10
1913	69,468.35
1914	72,596.86
1915	$ 78,375.72
1916	80,710.90
1917	88,066.03
1918	102,986.58
1919	97,119.48
1920	128,187.81
1921	173,671.12
1922	191,721.45
1923	195,501.28
1924	204,928.30
1925	223,647.73
1926	246,642.20
1927	272,721.89
1928	301,501.08
1929	347,944.90
1930	387,262.66
1931	428,087.65
1932	447,447.87
1933	437,378.77
1934	407,431.46
1935	469,733.76
1936	536,239.30
1937	592,443.75
1938	679,275.99
1939	741,289.46
1940	$ 768,577.63
1941	828,660.42
1942	880,531.13
1943	987,036.42
1944	1,138,540.55
1945	1,212,625.50
1946	1,377,718.33
1947	1,677,973.75
1948	2,623,531.57
1949	2,788,528.46
1950	3,525,629.99
1951	4,074,758.17
1952	4,989,118.54
1953	5,911,962.46
1954	6,673,401.91
1955	8,012,120.72
1956	9,012,354
1957	11,351,498
1958	12,632,801
1959	14,938,676
1960	19,510,033
1961	22,379,116
1962	25,635,650
1963	33,481,527
1964	35,006,104
1965	39,382,902

APPENDIX 9

NUMBER OF SCHOOLS

(Sources––Annual Reports of the Maryland State Department of Education and local Capital Budget Requests)

1917	108
1918	105
1919	102
1920	102
1921	104
1922	105
1923	105.2
1924	104
1925	105
1926	106
1927	102
1928	104
1929	104
1930	105
1931	104
1932	96
1933	89
1934	87
1935	87
1936	84
1937	77
1938	70
1939	71
1940	64
1941	60
1942	62
1943	64
1944	63
1945	65
1946	63
1947	62
1948	65
1949	66
1950	60
1951	66
1952	71
1953	78
1954	83
1955	91
1956	90
1957	95
1958	101
1959	104
1960	106
1961	112
1962	123
1963	131
1964	137
1965	144
1966	149
1967	157
1968	164
1969	173
1970	180
1971	187

APPENDIX 10

NUMBER OF TEACHERS

(Source––Maryland State Department of Education Annual Reports)

Year Ending June	
1899	140
1900	147
1901	139
1902	140
1903	137
1904	132
1905	128
1906	136
1907	143
1908	150
1909	153
1910	157
1911	163
1912	166
1913	182
1914	187
1915	193
1916	193
1917	198
1918	187
1919	177
1920	186
1921	188
1922	191
1923	184.2
1924	197
1925	206
1926	216.7
1927	239.2
1928	260
1929	289.3
1930	311.2
1931	333
1932	339.9
1933	332
1934	346
1935	358.5
1936	397.5
1937	429
1938	452.8
1939	465.3
1940	469.9
1941	495.5
1942	532.6
1943	512.8
1944	540.2
1945	565.4
1946	603.4
1947	649
1948	719.2
1949	772
1950	861.2
1951	1,005.3
1952	1,196.7
1953	1,407.1
1954	1,596.3
1955	1,891
1956	2,080.6
1957	2,228.5
1958	2,658
1959	2,851
1960	3,080
1961	3,349
1962	3,916
1963	4,068
1964	4,340
1965	4,781.5

APPENDIX 11

NUMBER OF COLORED TEACHERS

(Source––Maryland State Department of Education Annual Reports)

Year Ending June	
1901	39
1902	38
1903	37
1904	32
1905	29
1906	31
1907	33
1908	34
1909	36
1910	33
1911	34
1912	34
1913	38
1914	39
1915	38
1916	38
1917	40
1918	40
1919	38
1920	30
1921	36
1922	39
1923	36.2
1924	38
1925	37
1926	39.7
1927	40.2
1928	44.4
1929	45.4
1930	47
1931	47
1932	47
1933	47
1934	49
1935	50
1936	53
1937	51
1938	50.5
1939	52
1940	50
1941	51
1942	51.6
1943	52.8
1944	56.9
1945	58.7
1946	59.6
1947	61.2
1948	65.8
1949	68.9
1950	70.3
1951	81.7
1952	87.4
1953	99.5
1954	104.8
1955	112

APPENDIX 12

NUMBER OF COLORED PUPILS ENROLLED

(Source––Maryland State Department of Education Annual Reports)

Year Ending June		Year Ending June		Year Ending June	
1915	2,039	1929	1,879	1943	2,026
1916	2,104	1930	1,887	1944	2,022
1917	2,011	1931	1,874	1945	2,033
1918	1,820	1932	1,812	1946	2,017
1919	1,660	1933	1,856	1947	2,049
1920	1,689	1934	1,802	1948	2,066
1921	1,777	1935	1,744	1949	2,212
1922	1,923	1936	1,837	1950	2,272
1923	1,898	1937	1,848	1951	2,334
1924	1,892	1938	1,899	1952	2,496
1925	1,951	1939	1,969	1953	2,667
1926	1,842	1940	2,001	1954	2,830
1927	1,816	1941	2,044	1955	2,980
1928	1,890	1942	2,013		

APPENDIX 13

NUMBER OF COLORED HIGH SCHOOL PUPILS

(Source––Maryland State Department of Education Annual Reports)

Year Ending June		Year Ending June		Year Ending June	
1928	38	1937	262	1946	498
1929	83	1938	270	1947	557
1930	102	1939	286	1948	571
1931	122	1940	314	1949	607
1932	110	1941	357	1950	627
1933	124	1942	361	1951	614
1934	161	1943	377	1952	816
1935	177	1944	280	1953	833
1936	226	1945	308	1954	918
				1955	982

APPENDIX 14

NUMBER OF HIGH SCHOOLS

(Source——Maryland State Department of Education Annual Reports)

Year Ending June		
1915	4	Montgomery County, Sherwood, Gaithersburg, Brookeville
1916	4	
1917	5	add Chevy Chase
1918	3	delete Brookeville and Chevy Chase
1919	4	add Poolesville
1920	4	
1921	7	add Damascus, Darnestown, Fairland
1922	6	delete Darnestown
1923	8	add Dickerson, Germantown
1924	8	
1925	9	add Takoma-Silver Spring
1926	10	add Bethesda-Chevy Chase
1927	10	
1928	11	add Colored
1929	10	delete Germantown
1930	12	add Germantown and Glen Echo-Cabin John
1931	12	
1932	10	delete Germantown and Glen Echo-Cabin John
1933	8	delete Fairland, Dickerson
1934	8	

APPENDIX 14 (cont.)––page 2

Year Ending June		
1935	8	
1936	10	add Leland, Blair
1937	10	substitute Rockville Colored for Colored
1938	11	add Montgomery Hills, substitute Lincoln for Rockville Colored
1939	12	add Kensington
1940	12	
1941	12	
1942	12	delete Takoma-Silver Spring, add Takoma Park
1943	12	
1944	13	add Silver Spring Intermediate
1945	13	
1946	13	
1947	13	
1948	13	
1949	13	
1950	12	delete Silver Spring Intermediate
1951	13	add Carver
1952	15	add Western, Eastern
1953	15	
1954	15	
1955	17	add Rockville Jr.–Elem., Wheaton
1956	18	add North Bethesda, substitute Rockville Jr. for Jr.–Elem.

APPENDIX 14 (cont.)––page 3

Year Ending June		
1957	21	add Johnson, Northwood, Belt
1958	21	substitute Broome for Rockville Jr.
1959	22	add Newport
1960	22	delete Lincoln, add Sligo
1961	24	add Peary, Springbrook, Gaithersburg Jr., delete Carver
1962	26	add Rock Terrace, West Rockville
1963	30	add Whitman, Einstein, Pyle, White Oak
1964	32	add Randolph, Parkland
1965	34	add Kennedy, Potomac, substitute Julius West for West Rockville
1966	36	add Hoover, Wood, substitute Churchill for Potomac
1967	39	add Key, Lee, Woodward
1968	39	
1969	43	add Rockville, Cabin John, Montgomery Village, Farquhar
1970	46	add Paint Branch, Southlawn, Tilden
1971	49	add Magruder, Wootton
1972	55	add Argyle, Baker, Frost, Redland, Mark Twain, Piney Branch

APPENDIX 15

NUMBER OF HIGH SCHOOL PUPILS ENROLLED

(Source––Maryland State Department of Education Annual Reports)

Year Ending June		Year Ending June		Year Ending June	
1904	64	1926	1,027	1948	7,121
1905	86	1927	1,144	1949	7,187
1906	45	1928	1,254	1950	8,088
1907	61	1929	1,323	1951	9,239
1908	52	1930	1,523	1952	10,311
1909	89	1931	1,766	1953	11,382
1910	204	1932	1,876	1954	12,978
1911	222	1933	1,866	1955	15,177
1912	243	1934	2,035	1956	17,404
1913	241	1935	2,214	1957	18,811
1914	239	1936	2,584	1958	21,106
1915	266	1937	3,042	1959	23,938
1916	291	1938	3,185	1960	27,746
1917	261	1939	3,460	1961	31,089
1918	182	1940	3,648	1962	34,195
1919	214	1941	3,969	1963	37,576
1920	305	1942	4,031	1964	41,118
1921	425	1943	3,984	1965	43,467
1922	491	1944	3,538	1966	45,867
1923	609	1945	3,565	1967	48,624
1924	712	1946	6,343	1968	51,212
1925	848	1947	6,745	1969	54,295

APPENDIX 16

ASSESSED VALUATION OF TAXABLE PROPERTY

1890	$ 9,284,145	1915	$ 21,846,565	1940	$ 143,745,957
1891	9,951,605	1916	22,376,420	1941	155,486,000
1892	10,425,220	1917	24,620,995.62	1942	174,794,495
1893	10,948,315	1918		1943	178,407,380
1894	11,113,115	1919	33,928,220.60	1944	181,243,275
1895	11,362,975	1920	33,929,469.40	1945	181,733,000
1896	11,510,125	1921	34,735,319	1946	189,012,000
1897	11,945,080	1922	41,476,805	1947	206,541,000
1898	11,753,420	1923	46,252,905	1948	245,005,000
1899	11,878,800	1924	47,849,000	1949	325,958,316
1900	12,067,945	1925	50,676,000	1950	325,958,316
1901	12,167,550	1926	54,809,139	1951	352,245,110
1902	12,315,495	1927	60,239,209	1952	420,760,423
1903	12,475,040	1928	77,889,156	1953	497,889,590
1904	12,522,670	1929	81,230,000	1954	658,629,020
1905	12,994,690	1930	82,614,610	1955	706,526,445
1906	13,433,015	1931	84,580,075	1956	759,751,810
1907	13,869,690	1932	86,155,000	1957	880,662,050
1908	14,126,890	1933	87,185,000	1958	948,416,000
1909	14,537,570	1934	88,043,000	1959	1,022,149,000
1910	15,089,930	1935	88,529,000	1960	1,097,388,540
1911	19,695,735	1936	95,911,000	1961	1,252,138,455
1912	19,889,225	1937	101,286,000	1962	1,380,069,580
1913	20,289,940	1938	109,635,000	1963	1,516,403,185
1914	20,729,650	1939	113,739,422	1964	1,703,396,155
				1965	1,861,844,755

APPENDIX 17

AMOUNT OF COUNTY SCHOOL TAX

(Source——Annual Reports of the Maryland State Department of Education)

1861	$ 8,452.49	1901	$ 30,746.81	1934	$ 841,903.18
1869	2,705.50	1902	31,088.80	1935	1,263,440.96
1870	6,916.57	1903	31,508.75	1936	768,027.44
1871	16,820.05	1904	32,017.35	1937	860,113
1872	13,613.96	1905	32,149.16	1938	1,079,532.50
1873	13,646.18	1906	36,973.74	1939	1,311,204.50
1874	14,507.23	1907	31,662.25	1940	1,186,092.33
1875	12,030.62	1908	33,673.25	1941	1,358,578
1876	18,355.40	1909	40,000	1942	1,726,777
1877	16,549.64	1910	40,000	1943	1,369,852.58
1878	12,655.70	1911	47,500	1944	1,573,350.55
1879	18,955.67	1912	47,500	1945	1,521,503.01
1880	16,170.69	1913	50,000	1946	2,060,671.64
1881	16,462.20	1914	67,500	1947	2,270,299
1882	19,347.30	1915	70,399.50	1948	2,394,983.29
1883	19,192.77	1916	76,148.01	1949	3,437,890.66
1884	20,352.06	1917	41,221	1950	4,559,748.40
1885	16,910.64	1918	111,328.84	1951	5,146,496.06
1886	20,000	1919	105,965.21	1952	6,509,956.91
1887	17,965.50	1920	153,383.05	1953	8,149,195.25
1888	20,522.82	1921	242,562.12	1954	10,875,086.34
1889	22,490	1922	218,088.15	1955	11,918,444.95
1890	20,325	1923	259,969	1956	12,674,482
1891	24,000	1924	236,770	1957	16,097,340
1892	24,000	1925	583,015	1958	16,922,115
1893	25,000	1926	469,127	1959	20,540,854
1894	26,000	1927	353,895	1960	27,038,508
1895	26,500	1928	842,725	1961	28,022,742
1896	27,500	1929	1,058,011.50	1962	30,615,800
1897	30,000	1930	890,299.50	1963	37,694,748
1898	30,000	1931	649,423.77	1964	41,198,288
1899	30,000	1932	759,411.98	1965	39,125,790
1900	30,000	1933	560,500		

APPENDIX 18

NUMBER OF HIGH SCHOOL GRADUATES

Year Ending June		Year Ending June		Year Ending June	
1912	27	1931	245	1950	866
1913	59	1932	255	1951	947
1914	40	1933	304	1952	1,031
1915	19	1934	326	1953	1,119
1916	21	1935*	297	1954	1,237
1917	43	1936	284	1955	1,382
1918		1937	438	1956	1,738
1919	16	1938	517	1957	1,812
1920	34	1939	585	1958	2,169
1921	39	1940	594	1959	2,531
1922	74	1941	656	1960	3,126
1923	70	1942	659	1961	3,807
1924	95	1943**	520	1962	3,840
1925	102	1944	553	1963	4,414
1926	110	1945	587	1964	5,435
1927	109	1946	579	1965	6,619
1928	158	1947	671	1966	6,684
1929	199	1948	703	1967	6,815
1930	196	1949	796	1968	7,204

---

*Apparent fall off in 1935 due to introduction of twelve-year program.

**Actual decrease here due to World War II.

APPENDIX 19

MONTGOMERY COUNTY HIGH SCHOOLS--HIGH SCHOOL GRADUATES BY YEARS

Year Ending June	Richard Montgomery	Gaithersburg	Sherwood	Brookeville	Chevy Chase	Poolesville	Damascus	Darnestown	Fairland	Dickerson	Takoma-Silver Spring	Bethesda-Chevy Chase	Lincoln	Blair	Carver	Wheaton	Northwood	Evening	Peary	Einstein	Springbrook	Whitman	Kennedy
1912	12	4	3	8																			
1913	16	14	14	15																			
1914	12	14	4	10																			
1915	12	—	7	—																			
1916	16	—	5	—																			
1917	22	—	12	6	3																		
1918																							
1919	5	7	4																				
1920	9	10	8			7																	
1921	12	12	6			4	4	1															
1922	19	28	8			8	2		9														
1923	32	16	9			6	—		7														
1924	40	20	17			9	4		5														
1925	50	21	8			11	12		—														
1926	59	18	10			10	3		10														
1927	37	21	9			11	19		—		12												
1928	46	25	18			19	7		8	1	34												
1929	61	23	12			24	18		8	7	32	14											
1930	48	25	14			19	9		6	12	48	15											
1931	58	23	27			20	15		7	5	52	29	9										
1932	72	32	21			7	30		5	7	20	40	21										
1933	62	28	18			19	17				75	62	13										
1934	53	35	28			18	20				73	81	18										
1935	72	28	24			4	1				67	84	17										
1936	34	31	—			12	15					102	20	70									
1937	76	25	39			18	23					111	32	114									
1938	51	49	33			26	19					167	37	135									
1939	72	35	27			22	17					199	34	179									

APPENDIX 19 (cont.)—page 2

Year Ending June	Richard Montgomery	Gaithersburg	Sherwood	Brookeville	Chevy Chase	Poolesville	Damascus	Darnestown	Fairland	Dickerson	Takoma-Silver Spring	Bethesda-Chevy Chase	Lincoln	Blair	Carver	Wheaton	Northwood	Evening	Peary	Einstein	Springbrook	Whitman	Kennedy
1940	65	51	34			15	20					202	37	170									
1941	44	57	33			14	18					214	49	227									
1942	56	42	28			19	27					223	51	213									
1943	62	38	26			12	20					174	2	186									
1944	48	33	21			21	19					212	22	177									
1945	49	42	31			11	23					207	39	185									
1946	43	33	22			20	18					210	36	197									
1947	65	27	35			20	17					225	58	224									
1948	48	47	32			23	27					261	48	217									
1949	74	41	33			17	14					261	70	286									
1950	78	43	17			20	33					294	73	308									
1951	65	52	37			27	26					307		370	63								
1952	70	56	46			20	27					320		416	76								
1953	59	50	41			20	27					393		459	70								
1954	87	48	34			16	25					413		542	72								
1955	90	50	64			23	31					514		545	65								
1956	153	99	69			22	54					569		562	55	159							
1957	119	71	94			26	33					633		600	57	179							
1958	161	93	117			25	49					472		603	60	227	115						
1959	173	134	127			34	54					552		614	52	270	199						
1960	218	118	149			39	46					587		727	52	421	337						
1961	290	179	187			37	57					660		769		477	491						
1962	292	173	181			37	74					628		751		561	521						
1963	322	202	219			33	69					682		855		535	637	30	124				
1964	449	203	158			44	81					631		851		572	569	26	186	268	300	458	
1965	589	318	188			63	86					651		970		694	635	28	288	439	444	511	
1966	594	326	168			60	84					660		776		724	686	38	315	420	505	614	2

APPENDIX 20

SCHOOL NAMES

Formerly	Now
Alta Vista Terrace	Wyngate
Aspen High	Robert E. Peary
Aspen Hill-Viers Mill Area	Aspen Hill
Aspen Road	Aspen Hill
Aspen Road-Georgia Avenue	Harmony Hills
Avenel	Broad Acres
Avenel Gardens	Broad Acres
Bannockburn Heights	Concord
Barnesville-Dickerson	Monocacy
Boyds Negro	Edward U. Taylor
Bradley Boulevard (1941)	Bradley
Bradley Boulevard (1952)	Fernwood
Bradley Hills	Radnor
Bradley Junior	North Bethesda
Bradley-Wyngate	Ayrlawn
Buck Branch Area	Lake Normandy
Calverton	Galway
Candlewood Park	Candlewood Park
Cannon Road (1964)	William Tyler Page
Chevy Chase View	Parkwood
Colesville Area Junior-Senior	Springbrook
Colesville Junior	Benjamin Banneker
Colony North	Lakewood
Columbia	Paint Branch
Congressional-Hungerford Area	Hungerford
Connecticut Avenue Park	Connecticut Park
Damascus Junior	John. T. Baker
Dickerson-Barnesville	Monocacy
East Bethesda	Lynnbrook
East Chevy Chase	Rollingwood
East Gaithersburg-Redland Area	Mill Creek Towne
East Rockville	Lone Oak
East Rockville High	Rockville High
East Rockville Middle	Southlawn
East-West Highway	Rock Creek Forest
East Wheaton (1960)	Georgian Forest
East Wheaton (1964)	Glenallan
East Wheaton High	John F. Kennedy
Eastern Suburban Junior	Eastern
Eastern Suburban Senior	Montgomery Blair

Formerly	**Now**
Emory Grove	Longview
Fairland-Burtonsville	Paint Branch
Farmland Drive	Farmland
Flower Avenue	Oak View
Fort Sumner	Brookmont
Forest Glen	Forest Grove
Franklin Park-Springlake Park	Montrose
Four Corners (1935)	Parkside
Garrett Park Junior	Randolph
Georgia Avenue	Stephen Knolls
Georgetown Estates	Tilden
Germantown High	Middlebrook
Glen	Wayside
Glen Echo-Cabin John	Clara Barton
Glenallan	Glenallan
Glenhaven	Glen Haven
Goldsboro Road	Radnor
Greentree Road	Radnor
Grosvenor Lane	Grosvenor
Halpine	Montrose
Handicapped	Mark Twain
Hayden Farm	McKenney Hills
Hillandale Heights	Cresthaven
Hillandale Junior	Francis Scott Key
Hillandale	Hillandale
Hollywood Junior	White Oak
Homewood	Oakland Terrace
Horner Tract	Maryvale
Hunting Hill	Travilah
Kemp Mill Junior	E. Brooke Lee
Kensington-Garrett Park High	Albert Einstein
Kensington-Wheaton Area	Pleasant View
Kensington-Wheaton High	Albert Einstein
Kenwood Park	Whittier Woods
Layhill	Saddlebrook
Layhill South	Saddlebrook
Massachusetts Avenue Extended	Westbrook
McKinney Hills	McKenney Hills
Meadow Hills	Carl Sandburg
Montgomery Village #2	Watkins Mill

APPENDIX 20 (cont.)——page 3

Formerly	Now
Montgomery Village #3	Stedwick
Montrose High	Charles W. Woodward
Muncaster Junior	Redland
Negro Elementary	Rock Terrace
New Hampshire Avenue	New Hampshire Estates
Norbeck Junior	Earle B. Wood
Norbeck Manor	Flower Valley
Norbeck-Olney Area	Olney
North Aspen	Lucy V. Barnsley
North Aspen-Norbeck Area (1963)	Lucy V. Barnsley
North Aspen-Norbeck Area (1964)	Flower Valley
North Bethesda Senior	Walter Johnson
North Four Corners	Four Corners
North Kemp Mill	Spring Mill
North of Connecticut Avenue Park	Harmony Hills
North of East-West Highway	Rosemary Hills
North of Four Corners	Forest Knolls
North of Ken-Gar	Rock Creek Palisades
North of Weller Road	Georgian Forest
North Olney	Greenwood
North Potomac Junior	Herbert Hoover
North Silver Spring (1937)	Montgomery Hills
North of Silver Spring (1955)	Sligo
North Viers Mill Village	Wheaton Woods
North Wheaton Junior (1954)	Colonel Joseph Belt
North Wheaton Junior (1961)	Parkland
North Wheaton Junior-Senior	Robert E. Peary
North Woodside	Woodlin
Northeastern Suburban Junior-Senior	Wheaton
Northwest Bethesda Senior	Walter Johnson
Northwest of Glenmont	Weller Road
Northwood Junior	Sligo
Oak Grove	Rock Creek Forest
Oak Hill	Brookview
Old Bladensburg Road (on Eastern Junior site——never built)	
Olney Mill	Belmont
Olney Junior	Hopewell
Piney Branch Road	Rolling Terrace
Poolesville Primary	Poolesville Elementary
Potomac High (1959)	Winston Churchill

APPENDIX 20 (cont.)——page 4

Formerly	Now
Randolph Hills	Rocking Horse Road
Redland Area (1965)	Candlewood
Redland High	Colonel Zadok Magruder
Ritchie Avenue	Takoma Park Colored
Ritchie Parkway High	Thomas S. Wootton
Rock Creek Hills (on Kensington Junior site——never built)	
Rocking Horse-Viers Mill Area	Rock Creek Valley
Rockville Area (1963)	Ritchie Park
Rockville Elementary	Park Street
Rockville Junior	Park Street
Rosemary Street	Chevy Chase
Seven Locks (1957)	Fernwood
Sherwood Forest	Westover
Sherwood-Olney Middle	William H. Farquhar
South Four Corners	Pine Crest
South Kensington	Larchmont
South of Goldsboro Road	Radnor
South of Greentree Road	Radnor
South Rockville Elementary	Hungerford
South Rockville Junior	Edwin W. Broome
South Wheaton Junior	Newport
Southwest Glenmont	Highland
Springbrook Estates	Springbrook
Takoma Middle	Piney Branch
Takoma-Silver Spring	Silver Spring Intermediate
Tamarack	William Tyler Page
Triangle	Stephen Knolls
Tilden Lane	Luxmanor
Twinbrook Forest	Meadow Hall
Viers Drive Junior	Robert Frost
Viers Mill Village	Viers Mill
Village Green	Spring Mill
Washington Grove-Mill Creek Towne Area	Muncaster
Watts Branch	Cold Spring
West Bethesda High	Walt Whitman
West Bethesda Junior	Thomas W. Pyle
West Glenmont Junior	Colonel Joseph Belt
West Olney Junior	Oakdale
West Rockville Junior	Julius West
West Wheaton Junior	Parkland

APPENDIX 20 (cont.)––page 5

Formerly	**Now**
Western Area	Walt Whitman
Western Suburban Junior	Western
Western Suburban Senior	Bethesda-Chevy Chase
Wheaton City	Aspen Hill
Wheaton Junior	Colonel Joseph Belt
White Oak Junior-Senior	Northwood
White Oak-Colesville Area (1966)	Cannon Road
Wilson Lane (1954)	Burning Tree
Wilson Lane (1959)	Whittier Woods
Woodmont	Hungerford

APPENDIX 21

DISBURSEMENTS FOR TRANSPORTATION OF PUPILS

(Source—–Maryland State Department of Education Annual Reports)

Year Ending		Year Ending		Year Ending	
1914	$ 1,549.94	1931	$ 33,489.68	1948	$ 167,034.01
1915	3,349.48	1932	42,999.45	1949	218,475.70
1916	4,126.09	1933	44,091.59	1950	305,322.66
1917	4,665.70	1934	45,905.79	1951	328,557.02
1918	5,070.69	1935	41,744.17	1952	377,352.95
1919	9,150.13	1936	50,120.18	1953	384,820.95
1920	10,147.42	1937	62,134.77	1954	400,840.41
1921	9,061.70	1938	77,828.14	1955	485,058.97
1922	9,555.69	1939	75,335.79	1956	539,656
1923	15,156.66	1940	75,343.51	1957	663,983
1924	17,768.77	1941	65,247.73	1958	540,754
1925	21,162.02	1942	72,001.24	1959	677,189
1926	19,084.23	1943	79,461.34	1960	762,144
1927	25,923.79	1944	90,214.81	1961	870,383
1928	20,158.20	1945	129,367.99	1962	1,037,140
1929	25,891.45	1946	153,898.58	1963	1,182,358
1930	26,202.53	1947	149,518.22	1964	1,337,386
				1965	1,398,173

APPENDIX 22

DISBURSEMENTS FOR SCHOOL LUNCH

(Source––Maryland State Department of Education Annual Reports)

Year Ending		Year Ending		Year Ending	
1946	$ 77.25	1953	$ 85,640.65	1960	$329,732
1947	70,967.14	1954	65,970.88	1961	422,491
1948	51,876.34	1955	119,898.93	1962	453,420
1949	55,357.05	1956	167,373	1963	479,973
1950	66,559.68	1957	327,420	1964	495,371
1951	60,831.90	1958	442,264	1965	543,571
1952	76,999.42	1959	578,411		

APPENDIX 23

MONTGOMERY COUNTY SECONDARY SCHOOLS' OPENING DATES

(Sources––Board of Education Minutes and Maryland State Department of Education Annual Reports)

Year Beginning September	
1892	Montgomery County High (now Richard Montgomery)
1904	Gaithersburg
1906	Sherwood
1907	Darnestown (closed June, 1921)
1909	Brookeville (closed June, 1917)
1911	Poolesville, Damascus
1913	Chevy Chase (closed June, 1917)
1917	Germantown (closed June, 1931)
1919	Fairland (closed June, 1932)
1921	Dickerson (closed June, 1932)
1924	Takoma-Silver Spring (closed June, 1942)
1925	Bethesda-Chevy Chase
1928	Lincoln (closed June, 1958)
	Glen Echo-Cabin John (closed June, 1931)
1935	Montgomery Blair, Leland
1937	Montgomery Hills
1938	Kensington
1942	Takoma Park
1943	Silver Spring Intermediate (closed as H.S. in June, 1949)
1951	Western, Eastern, Carver (closed June, 1960)
1954	Rockville Junior (moved to Broome in September, 1957)
1955	North Bethesda, Wheaton
1956	Belt, Walter Johnson, Northwood
1957	Broome
1958	Sligo
1959	Newport
1960	Springbrook, Peary, Gaithersburg Junior
1961	Rock Terrace, West Rockville (became Julius West, 1963)
1962	Einstein, Whitman, Pyle, White Oak
1963	Parkland, Randolph
1964	Kennedy, Churchill
1965	Hoover, Wood
1966	Key, Lee, Woodward
1968	Rockville, Cabin John, Montgomery Village, Farquhar
1969	Paint Branch, Tilden, Southlawn
1970	Magruder, Wootton
1971	Baker, Argyle, Frost, Redland

APPENDIX 24

ORIGINAL CONSTRUCTION OF SECONDARY SCHOOL BUILDINGS

High School	Original Construction	High School	Original Construction
Argyle Junior	1971	North Bethesda Junior	1955
John T. Baker Junior	1971	Northwood	1956
Colonel Joseph Belt Junior	1956	Paint Branch	1969
Bethesda-Chevy Chase	1934	Parkland Junior	1963
Montgomery Blair	1934	Robert E. Peary	1961
Edwin W. Broome Junior	1957	Piney Branch Middle	1971
Cabin John Junior	1968	Poolesville	1953
Winston Churchill	1964	Thomas W. Pyle Junior	1962
Damascus	1950	Randolph Junior	1963
Eastern Junior	1951	Redland Junior	1971
Albert Einstein	1962	Rock Terrace	1951
William H. Farquhar Middle	1968	Rockville	1968
Robert Frost Junior	1971	Sherwood	1950
Gaithersburg High	1951	Sligo Junior	1959
Gaithersburg Junior	1960	Southlawn Middle	1969
Herbert Hoover Junior	1965	Springbrook	1960
Walter Johnson	1956	Takoma Park Junior	1939
John F. Kennedy	1964	Tilden Junior	1969
Kensington Junior	1938	Mark Twain	1971
Francis Scott Key Junior	1966	Julius West Junior	1961
E. Brooke Lee Junior	1966	Western Junior	1951
Leland Junior	1963	Wheaton	1954
Colonel Zadok Magruder	1970	White Oak Junior	1962
Richard Montgomery	1942	Walt Whitman	1962
Montgomery Hills Junior	1937	Earle B. Wood Junior	1965
Momtgomery Village Junior	1968	Charles W. Woodward	1967
Newport Junior	1958	Thomas S. Wootton	1970

APPENDIX 25

ORIGINAL OCCUPATION OF ELEMENTARY SCHOOL BUILDINGS

School Name	Occupation Date	School Name	Occupation Date
Alta Vista	1935	English Manor	1962
Arcola	1956	Fairland	1934
Ashburton	1957	Farmland	1963
Aspen Hill	1958	Fernwood	1961
Ayrlawn	1961	Flower Valley	1967
Bannockburn	1957	Forest Grove	1949
Barnsley	1965	Forest Knolls	1960
Barton	1928	Four Corners	1942
Bel Pre	1968	Gaithersburg	1938
Bells Mill	1968	Galway	1967
Bethesda	1961	Garrett Park	1948
Beverly Farms	1965	Georgetown Hill	1964
Bradley	1942	Georgian Forest	1961
Broad Acres	1952	Germantown	1935
Brookhaven	1961	Glen Haven	1950
Brookmont	1953	Glenallan	1966
Brookview	1955	Glenmont	1926
Brown Station	1969	Greenwood	1970
Burning Tree	1958	Grosvenor	1955
Burnt Mills	1964	Harmony Hills	1957
Burtonsville	1952	Highland	1950
Bushey Drive	1964	Highland View	1953
Candlewood	1968	Hillandale	1952
Cannon Road	1967	Holiday Park	1960
Carderock Springs	1966	Hungerford	1960
Cashell	1969	Jackson Road	1959
Cedar Grove	1960	Kemp Mill	1960
Chevy Chase	1930	Kensington	1949
Clarksburg	1909	Lake Normandy	1967
Cloverly	1961	Lakewood	1968
Colesville	1930	Larchmont	1957
College Gardens	1967	Laytonsville	1952
Concord	1967	Lone Oak	1950
Congressional	1962	Longview	1950
Connecticut Park	1954	Luxmanor	1966
Cresthaven	1962	Lynnbrook	1940
Damascus	1934	MacDonald Knolls	1955
Darnestown	1954	Maryvale	1954
Dennis Avenue	1959	McKenney Hills	1950
East Silver Spring	1927	Meadow Hall	1956

APPENDIX 25 (cont.)––page 2

School Name	Occupation Date
Mill Creek Towne	1966
Monocacy	1961
Montgomery Knolls	1952
Montrose	1967
New Hampshire Estates	1954
North Chevy Chase	1953
North Lake	1969
Oak View	1948
Oakland Terrace	1950
Olney	1954
Page	1965
Park Street	1934
Parkside	1935
Parkwood	1952
Pine Crest	1941
Pleasant View	1946
Poolesville	1960
Potomac	1928
Radnor	1952
Ritchie Park	1966
Rock Creek Forest	1950
Rock Creek Palisades	1955
Rock Creek Valley	1964
Rocking Horse Road	1957
Rolling Terrace	1950
Rollingwood	1950
Rosemary Hills	1956
Rosemont	1965
Saddlebrook	1970
Sandburg	1962
Seven Locks	1964
Sherwood	1939
Silver Spring Intermediate	1925
Somerset	1928
Spring Mill	1963
Stephen Knolls	1958
Stonegate	1971
Strathmore	1970
Summit Hall	1971
Takoma Park	1923
Taylor	1952
Travilah	1960
Tuckerman	1970
Twinbrook	1952
Viers Mill	1950
Washington Grove	1956
Watkins Mill	1970
Wayside	1969
Weller Road	1953
West Rockville	1954
Westbrook	1939
Westover	1964
Wheaton Woods	1952
Whetstone	1968
Whittier Woods	1960
Wood Acres	1953
Woodfield	1962
Woodley Gardens	1965
Woodlin	1944
Woodside	1925
Wyngate	1952
Montrose Center	1909
Sandy Spring	1953

APPENDIX 26

ELEMENTARY SCHOOLS––CONSTRUCTION DATES FOR ORIGINAL PARTS OF PRESENT PLANTS

(*Older preceding building existed)

1909	Clarksburg*
1926	Glenmont
1927	East Silver Spring
	Takoma Park
1928	Clara Barton
	Potomac*
	Somerset
1929	Colesville*
	Garrett Park*
1930	Chevy Chase*
1934	Fairland*
1935	Alta Vista
	Damascus*
	Germantown*
	Park Street
	Parkside
1939	Sherwood*
	Westbrook
1940	Lynnbrook
1941	Gaithersburg*
	Pine Crest
1942	Bradley
	Four Corners
1945	Woodlin
1947	Pleasant View
1948	Oak View
1949	Forest Grove
	Kensington*
1950	Glen Haven
	Highland
	Lone Oak
	Longview
	McKenney Hills
	Oakland Terrace
	Rock Creek Forest
	Rolling Terrace
	Rollingwood
	Viers Mill
1951	Laytonsville*
1952	Broad Acres
	Hillandale
	Montgomery Knolls
	Parkwood
	Radnor
	Sandy Spring*
	Taylor
	Twinbrook
	Wheaton Woods
	Wyngate
1953	Brookmont
	Burtonsville*
	Highland View
	North Chevy Chase
	Weller Road
	Wood Acres
1954	Connecticut Park
	Darnestown*
	Maryvale
	New Hampshire Estates
	Olney*
	West Rockville
1955	Brookview
	Grosvenor
	MacDonald Knolls
	Rock Creek Palisades

APPENDIX 26 (cont.)——page 2

1956	Arcola
	Meadow Hall
	Rosemary Hills
	Washington Grove*
1957	Ashburton
	Bannockburn
	Harmony Hills
	Larchmont
	Rocking Horse Road
	Woodside*
1958	Aspen Hill
	Burning Tree
	Stephen Knolls
1959	Dennis Avenue
	Jackson Road
	Kemp Mill
1960	Cedar Grove*
	Forest Knolls
	Georgian Forest
	Holiday Park
	Hungerford
	Poolesville*
	Travilah*
	Whittier Woods
1961	Ayrlawn
	Brookhaven
	Cloverly
	Fernwood
	Monocacy*
1962	Bethesda*
	Congressional
	Cresthaven
	English Manor
	Sandburg
	Woodfield*
1963	Bushey Drive
	Farmland
	Spring Mill
1964	Burnt Mills*
	Georgetown Hill
	Rock Creek Valley
	Seven Locks
	Westover
1965	Lucy V. Barnsley
	Beverly Farms
	William Tyler Page
	Rosemont
	Woodley Gardens
1966	Carderock Springs
	Glenallan
	Luxmanor
	Mill Creek Towne
	Ritchie Park
1967	Cannon Road
	College Gardens
	Concord*
	Flower Valley
	Galway
	Lake Normandy
	Montrose*
1968	Bel Pre
	Bells Mill
	Candlewood
	Lakewood
	Whetstone
1969	Brown Station
	Cashell
	North Lake
	Wayside
1970	Greenwood
	Saddlebrook
	Strathmore
	Tuckerman
	Watkins Mill
1971	Stonegate
	Summit Hall

Geo. Patterson
49
48
Sylvester
Holland
47
46
W. E. Pumphrey
45
Nich. D. Offutt
44
Luther Snowden
ST.
LANE
Dr. Chas. H. Nourse
43
42
H. L. Offutt
80
19
ry M. Dodd
18
Property of M.E. Church
29
28
Harriett Muncaster
21
MIDDLE
J. C. Muncaster
Wallace
Margt. Beall
57
1
COMMERCE
56
Capt. Jas. Anderson
Jas. A. Allen
M. SOUTH
Cooke D. Luckett
Cooke D. Luckett
Jno. R. Miller
52
ADAMS
JEFFERSON
lyman
ROCKVILLE
ACADANY
J. P. Clark
17
13
12
11
10